

**THE INFLUENCE OF USING GENERATING INTERACTION BETWEEN
SCHEMATA AND TEXT (GIST) STRATEGY TOWARD STUDENTS'
READING COMPREHENSION ON NARRATIVE TEXT AT THE SECOND
SEMESTER OF THE EIGHTH GRADE
OF SMP NEGERI 21 BANDAR LAMPUNG
IN THE ACADEMIC YEAR
OF 2017/2018**



A Thesis
Submitted as a Partial Fulfillment of
the Requirement for S1-Degree

By:
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Study Program: English Education

Advisor : Syofnidah Ifrianti, M.Pd
Co – Advisor : Satria Adi Pradana, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2018**

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ABSTRACT

THE INFLUENCE OF USING GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY TOWARD STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT THE SECOND SEMESTER OF EIGHT GRADE OF SMP NEGERI 21 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

By:

Elmizar Muhammad Nur

The GIST strategy was applied in this research. It is a strategy that was developed to help students learn to write, organize and concise summaries of their reading. In this strategy, the students work collaboratively to decide upon the important information included in a specified selection of text and use it to write a summary statement in 15 words or less. The objective of this research was to know whether there was a significant influence of using GIST strategy towards students' reading comprehension of narrative text at the second semester of the eighth grade of SMP Negeri 21 Bandar Lampung in the academic year of 2017/2018.

The quasi-experimental design was used in this research. The population was the eighth grade of SMP Negeri 21 Bandar Lampung. The samples of this research were two classes consisting of 40 students for both the experimental and control class. The treatments were conducted in 3 meetings in which 2 x 40 minutes for each meeting. The GIST strategy was used for the treatments in the experimental class and the translation strategy was used for the control class. In collecting the data, the instrument which was in the form of multiple-choice questions which had been tried out was given to the students. Before the treatments were disposed, the pre-test for both classes were given. Then, after conducting the treatments, the post-test for both classes were given. The results of the pre-test and the post-test were analyzed using SPSS version 16 to compute the hypothetical testing.

From the data analysis computed by using SPSS version 16, it was obtained that the $Sig. = 0.000$ and the $\alpha = 0.05$. It means that the H_a is accepted because of the $Sig. < \alpha$

= 0.000 < 0.05. Therefore, there is a significant influence of using GIST strategy towards students' reading comprehension of narrative text at the second semester of the eighth grade of SMP Negeri 21 Bandar Lampung.

Keywords: *GIST strategy, narrative text, reading comprehension*



DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Yumardi and Ms. Mardalena, who pray, support and guide me to the success of my study and life.
2. My beloved brothers Arif Rahman Rizaldi and Bobi Ahmad Abdillah who love and support me until the completion of this thesis.
3. My beloved friends who always support and remind me to do the best.
4. My beloved teachers from the Elementary School until Senior High School.
5. My beloved lecturers of English department UIN Raden Intan Lampung.



CURRICULUM VITAE

Elmizar Muhammad Nur was born in Talang Padang on January 3rd, 1994. He is the first children of Mr. Yumardi and Ms. Mardalena. He has two younger brothers, whose name are Arif Rahman Rizaldi and Bobi Ahmad Abdillah.

He began his school to State Elementary School two Margoyoso in 2000 and graduated in 2006. In the same year, he continued his study in State Junior High School one Sumberejo, Tanggamus and graduated in 2009. After that, he continued his study in State Senior High School one Sumberejo, Tanggamus and graduated in 2012. In 2013, he continued his study to UIN Raden Intan Lampung as a student of English Education Study Program of Tarbiyah and Teacher Training Faculty.



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Praise be to Allah SWT the Almighty, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation are upon our Prophet Muhammad SAW, with his family and his followers. This thesis entitled “The Influence of Using Generating Interaction Between Schemata and Text (GIST) Strategy Toward Students’ Reading Comprehension on Narrative Text at the Second Semester of Eight Grade of SMPN 21 Bandar Lampung in the Academic Year of 2017/2018” is submitted as the compulsory fulfillment of the requirement for S-1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

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Finally, with fully aware, there are still many weaknesses in this thesis. Therefore, the criticisms, comments, corrections, and suggestions from the readers are expected to enhance the quality of this thesis.

Bandar Lampung, April 10th, 2018

The Writer,

Elmizar Muhammad Nur
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TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT.....	ii
APPROVAL	iii
ADMISSION.....	iv
DECLARATION.....	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENTS.....	xii
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF APPENDICES.....	xvii

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	7
C. Limitation of the Problem	7
D. Formulation of the Problem	7
E. Objective of the Problem.....	8
F. Significance of the Research.....	8
G. Scope of the Research.....	8
1. Subject of the research	8
2. Object of the research	8
3. Place of the research	8
4. Time of the research	8

CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Reading	10
1. Perspective Reading.....	11
2. Selective Reading.....	12
3. Interactive Reading	12
4. Extensive Reading	12
B. Concept of Reading Comprehension	13
C. Concept of Teaching Reading Comprehension	15
D. Concept of Genre of Text.....	16
E. Concept of Narrative text	19
1. Definition of Narrative Text.....	19
2. Social Function of Narrative Text.....	20
3. Language Future of Narrative Text	20
4. Generic Structure of Narrative Text	21
5. Concept of Students' Reading Comprehension on Narrative Text	25
6. Kinds of Narrative Text.....	26
F. Concept of GIST Strategy	28

1. Definition of GIST Strategy	28
2. Procedure of Teaching Reading Using GIST Strategy	31
G. Concept of Translation Technique	33
1. Procedure of Teaching Reading through Translation Technique	34
H. Frame of Thinking	35
I. Hypothesis	36

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	38
B. Variable of the Research	40
C. Operational Definition of Variable	40
1. Independent Variable	40
2. Dependent Variable	41
D. Population, Sample and Sampling Technique of the Research	41
1. Population	41
2. Sample of the research	42
3. Sampling Technique	42
E. Data Collecting Technique	43
F. Instrument of Research	44
G. Research Procedure	47
1. Planning	47
2. Application	48
3. Reporting	48
H. Scoring Procedure	49
I. Validity	49
1. Content Validity	50
2. Construct Validity	50
3. Item Validity	51
J. Reliability	52
K. Data Analysis	53
1. Normality Test	53
2. Homogeneity Test	54
3. Hypothetical Test	55

CHAPTER IV RESULT AND DISCUSSION

A. Description of the Treatment	56
1. Description of the First Treatment	56
2. Description of the Second Treatment	58
3. Description of the Third Treatment	59
B. Result of the Research	59
1. Result of the Pre-Test in the Experimental Class	59
2. Result of the Pre-Test in the Control Class	61
3. Result of the Post-Test in Experimental Class	62
4. Result of the Post-Test in the Control Class	63
C. Data Analysis	64

1. Fulfillment of the Assumption	64
a. Result of the Normality Test	64
b. Result of the Homogeneity Test.....	66
c. Result of the Hypothetical Test	66
D. Discussion	68
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	71
B. Suggestion	72
REFERENCES	74
APPENDICES.....	77



LIST OF TABLES

	Page
Table 1 The Students' Reading Score at Eighth Grade of SMPN 21 Bandar Lampung	3
Table 2 Quasi Experimental Research Design	39
Table 3 Population of the Students at the Eighth Grade of SMPN 21 Bandar Lampung.....	42
Table 4 Specifications of the Try- Out	45
Table 5 Specifications of the Pre –Test and Pos-Test After Try-Out	46
Table 6 Result of the Reliability Test	53
Table 7 Result of the Normality Test in Experimental and Control Class	65
Table 8 Result of the Homogeneity Test	66
Table 9 Result of the Hypothetical Test	67



LIST OF FIGURES

	Page
Figure 1 Chart of Result of the Pre-Test in Experimental Class	60
Figure 2 Chart of Result of the Pre-Test in Control Class	61
Figure 3 Chart of Result of the Post-Test in Experimental Class	62
Figure 4 Chart of Result of the Post-Test in Control Class	63



LIST OF APPENDICES

	Page
Appendix 1 The result Interview with the Teacher of SMP N 21 Bandar Lampung.....	78
Appendix 2 The result Interview with the Students of SMP N 21 Bandar Lampung	79
Appendix 3 Students' Score of the Eighth Grade of SMP N 21 Bandar Lampung	82
Appendix 4 The Validation form for Try-Out.....	87
Appendix 5 The Result of Item Validity	89
Appendix 6 The Table r Pearson Product Moment.....	90
Appendix 7 List Sample of the Research	91
Appendix 8 The Students' Score of the Pre-Test and Post-Test in Experimental and Control Class	93
Appendix 9 The Description of the Result of the Pre-Test in Experimental and Control Class	94
Appendix 10 Description of the Result of the Post-Test in Experimental and Control Class.....	95
Appendix 11 Try-Out for Experimental and Control Class.....	96
Appendix 12 Pre-Test for Experimental and Control Class	106
Appendix 13 Post-Test for Experimental and Control Class	115
Appendix 14 Syllabus	124
Appendix 15 Lesson Plan 1 for Experimental Class.....	127
Appendix 16 Lesson Plan 2 for Experimental Class.....	133
Appendix 17 Lesson Plan 3 for Experimental Class.....	139
Appendix 18 Lesson Plan 1 for Control Class	144
Appendix 19 Lesson Plan 2 for Control Class	150
Appendix 20 Lesson Plan 3 for Control Class	155



CHAPTER I

INTRODUCTION

A. Background of the Problem

People read all the time. With the development of technology, everyone has something to keep them busy with text such as text messages, news, magazines, books, advertisements, posters, notifications all of these use text to deliver the information needed.

People often call reading as the window of the world. Because by reading, people can get a lot of information and knowledge. Patel and Jain stated that reading is an important activity in life with which one can update his/ her knowledge and reading skill is an important tool for academic success.¹ As stated in the Al-Qur'an verse 1-5 of surah Al 'Alaq:



(1) “Read ! in the name of the Lord and Cherisher, who created. (2) Created man, out of a clot of congealed blood. (3) Read ! and the lord is most Bountiful (4), He who taught [the use of] the pen. (5) Taught man that which he knew not.”²

¹ M.F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools & Techniques)* (Jaipur: Sunrise Publisher & Distrinutors, 2008), p.113

² Maulawi Sher 'Ali, *The Holy Qur'an, Arabic Text and English Translation*, (UK: Islam International Publication Ltd, 2004) P. 597

Based on the theory and the verses of Al- Quran above, it means that by reading people can get a lot of new information, useful information and also new knowledge for academic success.

Related to the language skill, reading is very important for our language capability. Reading is an activity that can improve language ability. Harmer stated that reading is useful for language acquisition provided that students more or less understand what they read, more they read, the better they get at it.³ It means that reading is an activity that can improve language ability.

According to Patel and Jain, reading is an active process which consists of recognition and comprehension skill.⁴ It means that the whole point of reading is to understand what we read. Reading without comprehension is useless. Elizabeth, *et.al.* stated that comprehension is an active process in the construction of meaning and the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.⁵ It means that reading comprehension is the process of find out the meaning and information of the text. In reading comprehension, the readers are hopefully able to create their own interpretation actively to get the meaning from the text.

Understanding the reading text is necessary for the students, because most of the materials in language teaching are in written form, then the examination also in written form. But in fact, a lot of students have problem in this activity.

³ Jeremy Harmer, *How to Teach English (New Edition)* (China: Pearson Education Limited, 2007), p.99

⁴ M.F Patel and Praveen M. Jain, *Loc. Cit.*

⁵ Pang S. Elizabeth, *et.al. Teaching Reading (educational practices series-12)* (Switzerland: International Academy of Education (IAE), 2003), p. 14

Based on preliminary research in SMPN 21 Bandar Lampung on October 18th, 2017 there were a lot of the students that got the reading score above the Minimum Learning Mastery (KBM). In which the Minimum Learning Mastery (KBM) at the eighth grade of SMPN 21 Bandar Lampung is 75. The students' score can be seen in Table 1.

Table 1
The Students' Reading Score at Eighth Grade of SMPN 21
Bandar Lampung in Academic Year of 2017/2018

No	Class	Students' score		Number of Students
		< 75	≥ 75	
1	VIII A	20	20	40
2	VIII B	20	20	40
3	VIII C	29	13	42
4	VIII D	25	17	42
5	VIII E	21	20	41
6	VIII F	21	18	39
7	VIII G	24	18	42
8	VIII H	22	19	41
9	VIII I	18	23	41
Total		200	168	368
Percentage		55%	45%	100%

Source : The score data from English teacher of SMPN 21 Bandar Lampung

From Table 1, there were 168 (45%) students out of 368 students that passed Minimum Learning Mastery (KBM) and there were 200 (55%) students failed. It means that most of the students found difficulties in comprehending the reading text.

Based on the result of interview with the English teacher and the students there were some matters faced by both teacher and students in the teaching and learning reading comprehension. First, in teaching reading the teacher did not use

appropriate strategy for teaching reading comprehension. The teacher only asked the students to read, translate in to target language and then read the text in front of the class. Second, in the reading process the students found difficulties in finding the words meaning because they were lack of vocabularies, they doesn't know how the strategy to understand the reading text and they also got difficulties in comprehending the long text.⁶ (see appendix 1&2)

To minimize those problems, the teacher should has an appropriate strategy that help the students when they are required to read long texts containing a significant amount of new information to increase students' reading comprehension in exploring the reading text especially in reading comprehension and to make the teaching learning process more interesting because the teaching and learning process will be successful if the students also have good response in their learning process.

One of the reading strategies that is considered useful and it involves students' prior knowledge; synthesizing and generalizing cognitive operation is Generating Interaction between Schemata and Text (GIST) strategy, proposed by Cunningham in Bouchard.⁷ This strategy was developed to help students learn to write organized and concise summaries of their reading. In this strategy students work collaboratively to decide upon the important information included in a specified selection of text and use it to write a summary statement in 15 words or less.

⁶ The result of interview with the English teacher (Iriana Dewi, S.Pd), and the students of SMPN 21 Bandar Lampung, October 18, 2017.

⁷ Margaret Bouchard, *Comprehension Strategies for English Language Learners* (USA, Scholastic Inc, 2005), P.40

This research supported by previous research conducted by Arianto, Zuhri, Kurniasih entitled The Implementation of GIST Strategy to Comprehend Analytical Exposition Text for Eleventh Graders of SMA Wahid Hasyim 2 Taman. The result of the research has been presented that GIST strategy has good effect in teaching learning process. It could bring interest and motivation to the students in reading activity. In terms of reading comprehension on analytical exposition after the implementation the strategy, students' reading task showed good progress from the first task to the second one.⁸ It means that GIST is a good strategy that attracts and also motivates the students in reading activity. There were some differences between previous research and present research. First, the previous research focused on analytical exposition text meanwhile this research was focused on narrative text. Second, the previous research was conducted at senior high school while the present research was conducted in the junior high school.

The other research conducted by Johari, Mukhaiyar, Rozimela about The Effect of Generating Interaction Between Schemata and Text (GIST) Strategy and Motivation on Students' Reading Comprehension of Hortatory Exposition Text at SMA 3 Padang. The result of the research has been presented that the students who taught using GIST strategy got better result on reading comprehension beside the student who taught using conventional strategy.⁹ It

⁸ Dany Dwi Arianto, Fauris Zuhri, Esti Kurniasih, *"The Implementation of GIST Strategy to Comprehend Analytical Exposition Text for Eleventh Graders of SMA Wachid Hasyim 2 Taman"*, E-Jurnal English department, Vol. 01 No. 01 (State University of Surabaya, 2013), p.1

⁹ Indra Johari, Mukhaiyar, Yenni Rozimela, *"The Effect of Generating Interaction Between Schemata And Text (Gist) Strategy and Motivation on Students' Reading*

means that GIST strategy can provide good result in reading comprehension. There were some differences between previous research and present research. First, the previous research was focused on hortatory exposition text meanwhile this research was focused on narrative text. Second, the previous research was conducted at senior high school while the present research was conducted in the junior high school.

Based on those previous researches, all previous studies have shown good results from the use of the GIST strategy for reading comprehension. By using GIST strategy, the students have positive motivation that can make students more enthusiastic in reading process and provide good result in reading comprehension.

Based on those explanations, this research purpose the use of Generating Interaction Between Schemata and Text (GIST) as an alternative strategy that can be use for teaching English especially for teaching reading comprehension. Finally, this research entitled “The Influence of Using Generating Interaction Between Schemata and Text (GIST) strategy Toward Students’ Reading Comprehension on Narrative text at the Second Semester of the Eighth Grade of SMPN 21 Bandar Lampung in the Academic Year of 2017/2018”.

B. Identification of the Problem

Based on the background of the problem, there were some problems:

1. The students’ reading comprehension is still low.
2. The students have difficulty in understanding long text.

3. The teacher does not use an appropriate strategy for teaching reading comprehension.

C. Limitation of the problem

This research focused on the influence of Generating Interaction between Schemata and Text (GIST) strategy toward students' reading comprehension on narrative text at the second semester of the eighth grade of SMPN 21 Bandar Lampung in the academic year of 2017/2018.

D. Formulation of the problem

Based on limitation of the problem, the formulation of the problem was formulated as follows: Is there any significant influence of using Generating Interaction between Schemata and Text (GIST) Strategy toward Students' reading comprehension on narrative text at the second semester of the eighth grade of SMPN 21 Bandar Lampung in the academic year of 2017/2018?



E. Objective of the Research

The objective of this research is to know the influence of using Generating Interaction Between Schemata and Text (GIST) strategy toward students' reading comprehension on narrative text at the second semester of the eighth grade of SMPN 21 Bandar Lampung in the academic year of 2017/2018.

F. Significance of the research

The significance of this research was:

1. Practically

a. For the teacher

The results of this research are expected to give information to the English teacher about the way of teaching using GIST strategy on reading comprehension.

b. For the student

The results of this research are expected to give motivation for the students in learning English especially in reading activity.

c. For the institution

The results of this research are expected to give contribution in fulfill the demand of English curriculum.

2. Theoretically, the result of this research is expected to support previous theories about the influence of using GIST strategy toward students' reading comprehension.

3.



G. Scope of the Research

The scope of this research was:

1. Subject of the research

The subject of the research was the students at the eighth grade of SMPN 21 Bandar Lampung.

2. Object of the research

The object of the research was the use GIST strategy toward reading comprehension on narrative text.

3. Place of the research

The research was conducted at SMPN 21 Bandar Lampung.

4. Time of the research

5. The research was conducted at the second semester in the academic year of 2017/2018.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Reading

Reading is one of the English basic skills that should be mastered by the students. By reading, students can get a lot of information and knowledge. According to Patel and Jain, Reading means to understand the meaning of printed words i.e. written symbols.¹⁰ It means that reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspapers, magazines, novels, etc. Lems, Miler and Soro stated that reading is an interactive process that takes place between the text and the readers processing strategies and background knowledge.¹¹ It means that reading is an interactive process between the readers and the text that involve the background knowledge.

Patel and Jain stated that reading is an active process which consists of recognition and comprehension skill.¹² It means that in this process, the reader actively finds the message conveyed by the author. According to Harmer, reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.¹³ It means that the readers also need to understand what they read, and what the word means.

Based on those explanations, it can be concluded that reading is a process of receiving and interpreting information involving the previous knowledge to

¹⁰M.F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools & Techniques)* (Jaipur : Sunrise Published And Editor, 2008), p.113

¹¹ Kristin Lems, *Teaching Reading To English Language Learners*, (New York: Guilford Press, 2010), p. 33

¹² M.F Patel and Praveen M. Jain, *Loc. Cit.*

¹³ Jeremy Harmer. *How to Teach English (An Introduction to The Practice of English Language Teaching)* (Malaysia: Addison Wesley Longman, Inc, 1998), p.70

arrive at the meaning and understanding the text in order to get the ideas or information intended by the author. Reading is one of the important ways to improve general language skills.

According to Brown, Based on the types of classroom reading performance, the reading activity is divided into four types. They are perceptive reading, interactive reading, selective reading and extensive reading.¹⁴

1. Perceptive reading

According to Brown, perceptive reading takes involve attending to the components of larger stretches of discourse letters, words, punctuation, and other graphemic symbols.¹⁵ It means that it is focused on the noticing, understanding, figuring something. In this case, it is focused on recognizing words, sentences, and punctuation.

2. Selective reading

According to Brown, selective reading is to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.¹⁶ It means that in this the reader does not read all the content. Instead he/she consciously selects and reads only portions of the text, skipping over a considerable amount.

3. Interactive Reading

According to Brown, interactive reading stretches of language of the several paragraphs to one page or more in which the reader must interact with

¹⁴ H. Douglas Brown, *Language Assessment Principle And Classroom Practices*, (New York: Person Education. 2004), P.189

¹⁵ *Ibid.*

¹⁶ *Ibid.*

the text.¹⁷ It focuses on the interaction between the readers and the text. It means that *reading* as an interaction between reader and text, not simply a one way exchange of information. By using interactive reading may discourage the students' focus on learning how to interpret specific words.

4. Extensive Reading

According to palmer's conception of extensive reading in Day and Bamford, in extensive reading text was clearly being read for the purpose of language study, but the focus is the content not the language. It could only be that the text was also being read for ordinary real world purpose of pleasure and information.¹⁸ It means that the focus of extensive reading is usually the message which is conveyed by the writer.

B. Concept of Reading Comprehension

According to Johnson, comprehension skills are strategies readers use to retrieve information and construct meaning from expository text. They are the thinking processes, broken down into steps, that are used to comprehend.¹⁹ It means that comprehension is a process of understanding a text or a process of constructing meaning from a text. Comprehension is a construction process because it involves all of the elements of the reading process working together as a text is read to create a representation of the text of the reader's mind.

According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not a

¹⁷ *Ibid.*

¹⁸ Richard R. Day and Julian Bamford, *Extensive Reading in the Second Language Classroom* (Cambridge: Cambridge Language Education, 1998), p. 5

¹⁹ Andrew P. Johnson, *Teaching Reading and Writing A Guidebook for Tutoring and Remediating Students* (United States of America: Rowman & Littlefield Publishers, Inc. 2008), p.110

single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to meaning, and finally connect these words into idea units.²⁰ It means that comprehension is ability of someone to make sense of the context based on what he or she reads or hears.

The comprehension skills categories are cumulative, in that one is built on the others. There are some criteria commonly used in measuring students' reading comprehension ability, they are :

1. Main idea (topic)
2. Expressions/idioms/Phrases in content
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstated details)
7. Supporting idea(s)
8. Vocabulary in context.²¹

Based on those descriptions, reading comprehension is a process of understanding a text. To comprehend the text the reader should have ability to take information or message from the text deal with questions related to main

²⁰ Joanne Schudt Caldwell, *Comprehension Assessment a Classroom Guide*, (New York: Guildford press, 2008), p.5

²¹ H. Douglas Brown, *Op. Cit.* p.206

idea, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

C. Concept of Teaching Reading Comprehension

According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.²² It means that teaching is a process for the learners to gain information from their learning activity. In teaching process, the teacher should facilitate and make the learning process more interesting to make the learners comfortable in the learning process.

Harmer stated that teaching reading is useful for other purposes. Any exposure to English (provided students understand it more or less) is a good thing for English students.²³ In other words, teaching reading can make the students understand the text. Teaching reading activity is important for the students. They can understand for what they read and how to read.

During teaching reading process, we must pay attention about the principles of teaching reading. Teaching reading can provide students with many opportunities to study language, such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and texts.

Teacher has some principles in teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated that:

1. Reading is not passive skill
2. Students need to be engaged with what they are reading

²² H. Douglas Brown, *Principles of Language Learning and Teaching (fourth Edition)*, (New York: Addison Wesley Longman, Inc., 2000), p.7

²³ Jeremy Harmer, *Op. Cit.* p. 68

3. Student should to be encouraged to respond to the content of a reading text, not just to the language
4. Prediction is major factor in reading
5. Match the task to the topic
6. Good teacher exploit reading texts to the full.²⁴

Based on those explanations, it means that teaching reading is not passive activity. Students must enjoy during reading process. As we know the advantages of reading is to give the students knowledge that they never know before. Teaching reading needs more than only reading a text, we must pay attention how to teach reading text to our students. In teaching reading, students and teacher can be a partner to make the teaching procces more effective.

According to William, there were some activities in teaching reading activity namely pre, while, and post reading activities.



1. Pre-Reading

Pre-reading (warm-up, into, before reading) activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata. Previewing a text with students should arouse their interest and help them approach the text in a more meaningful and purposeful manner as the discussion compels them to think about the situation in a text. The pre-reading phase helps students define selection criteria for the central theme of a story or the major argument of an

²⁴ *Ibid.* p.70

essay. Pre-reading activities include: discussing author or text type, brainstorming, reviewing familiar stories, considering illustrations and titles, skimming and scanning (for structure, main points, and future directions).

The aims of pre-reading activities are:

- a. To introduce and arouse interest in the topic
- b. To motivate the learners by giving a reason for reading
- c. To provide some language preparation for the text

2. While-Reading

While-reading (during, through reading) exercises help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages. Helping students to employ strategies while reading can be difficult because individual students control and need different strategies. But, the teacher can give valuable strategies, explain which strategies individuals most need to practice. Such practice exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and predicting text content; reading for specific pieces of information; and learning to use the dictionary effectively.

According to William the purpose of this stage they are:

- a. To help understanding of the text structure
- b. To help understanding of the teacher' purpose
- c. To clarify text content

3. Post-Reading

The main aim of after reading activities is to give students the opportunity to react to the text in a personal way and to go beyond the text itself but there are other purpose of post reading as follow:

- a. To consolidate of reflect what has been read
- b. To relate the text to learners own knowledge, interest or views.²⁵

Based on the explanation, it can be concluded that teaching reading is a complex process to make student comprehend and understand the meaning of the text by their own knowledge. Teaching reading could be divided into three steps, namely pre-reading, while-reading, and post-reading.

D. Concept of Genre of the Text

According to Knapp and Watkins, text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a movie and so on.²⁶ It means that text is the communication tool in the written form that through the text both readers and writers can communication without meeting each other.

According to Davit, genre is traditionally known as artificial and rhetorical, a classification system deriving from literary and rhetorical criticism that names

²⁵Edi Williams, *Reading in Language Teaching*,(England: Oxford University press, 1984), p.123

²⁶ Pater Kanpp & Megan Watkins, *Genre, Text, Grammar (Technologies For Teaching And Assessing Writing)* (Sidney Australia: University of New South Wales Press Ltd, 2005), P.29

types of texts according to their forms.²⁷ In other word genre of the text is the classification of text types according to their forms and content.

Knapp and Watkins divided the text in several types. They are the genre of describing, the genre of explaining, the genre of instructing, the genre of arguing and the genre of narrating.²⁸ However, Gerot and Wignel classify the genre into thirteen types. They are:

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

²⁷ Amy J. Devitt, *Writing Genres* (USA: Southern Illinois University press, 2004), p.5

²⁸ Pater Kanpp & Megan Watkins, *Op. Cit.* p.97-220

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews



Reviews is a text to critique an art work or event for a public audience.²⁹

Based on those explanations it can be concluded that there are many kinds of texts such as narrative, recount, descriptive and procedure. Each text has different characteristics and purposes. This research focused on the narrative text because it matches with the syllabus of junior high school.

E. Concept of Narrative text

1. Definition of Narrative text

According to Anderson, narrative text is a piece of text that tells a story and, in doing so, entertains or informs the reader or listener.³⁰ It means that narrative is a kind of text that tells a story in order to inform or entertain the reader. Narrative text is a type of text that contains a story, its plot consists of orientation, complication, sequence of events, resolution, and then followed by coda in the end of story. The story is not only about fictional like, legend, fable but also non-fictional or real life story.

Based on the descriptions, Narrative text is a story to entertain and narrate the audience, its plot consists of orientation, complication, sequence of events, resolution, and then followed by coda in the end of story. Then, the narrative text narrates about fictional and non-fictional.

2. Social Function of Narrative text

²⁹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New South Wales: Gerd Stabler, 1994), p.192

³⁰ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan Education Australia PTY LTD, 1997), p.8

According to Anderson, the main purpose of a narrative text is to present a view of the world that entertain or inform the readers.³¹ It means that the purpose of narrative text from the writer is to tell story and entertain the readers. From the point of the readers, after reading the text, they will be entertained and got a moral lesson for their lives. If only after reading the text the readers do not feel entertained and do not get any moral lessons, the text might not be well constructed and perhaps it is not textually meaningful.

3. Language Features of Narrative text

According to Anderson about language features that are usually found in narrative are.

- 
- a. Using past tense

E.g. Simple past, past perfect, past continuous, past perfect continuous.

- b. Time words that connect events to tell when they occur

E.g. Once upon a time, long time ago, etc.

- c. Using action verb

E.g. Stood, explained, provided, etc.

- d. Time connectives and conjunctions to arrange the events

E.g. Then, before, after, soon, etc.

³¹ *Ibid.* p.6

- e. Descriptive words to portray the character and setting.³²

E.g. The king, the queen, etc.

4. Generic structure of Narrative text

Anderson said that the generic structure of narrative text is orientation, complication, sequence of events, resolution, and coda.

- a. Orientation

The narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.

- b. Complication

A complication that set of chain of events that influences what will happen in the story.

- c. Sequence of events

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrators point of view.

- d. Resolution

In this part, the characters finally short out the complication.

- e. Coda

Coda is an optional structure in a narrative. In this part, the narrator provides a comment or moral based on what has been need from the story.³³

³² *Ibid.* p.8

³³ *Ibid.*

The following is concept or the example of narrative text:

The Little Mouse

Orientati	{ Once upon a time there was a Baby Mouse and Mother Mouse. They lived in a hole in a big warm house with lots of cheese to eat.
Complicat	{ Then, one day, Mother Mouse decided to take Baby Mouse outside of their home. Waiting outside for them was a huge ginger tomcat, licking its lips and waiting to eat them both up. "Mother, Mother! What should we do?" Cried baby mouse, clinging to his mother's tail. Mother Mouse paused, staring up into the beady eyes of the hungry cat.
Resolutio	{ The mother mouse wasn't scared, because she knew exactly how to deal with big, scary cats. She opened her mouth and took in a deep breath. "Woof! Woof! Bark bark bark!" She shouted, and the cat ran away as fast as he could. "Wow, Mother! That was amazing!" Baby Mouse said to his mother, smiling happily.
Coda	{ "And that, my child, is why it is always best to have a second language."

Source: <http://englishadmin.com/2016/02/5-contoh-narrative-text-pendek-beserta-moral-value-dan-arti.html/3>

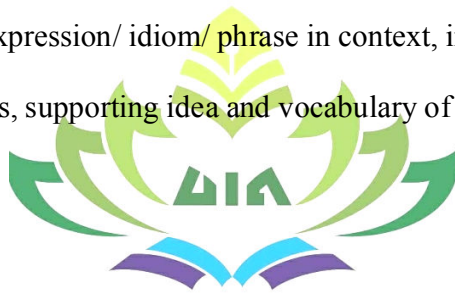
5. Concept of Students' Reading Comprehension on Narrative Text

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency.³⁴ It means that reading comprehension is a complex processes that include word reading, word and word knowledge and fluency to understand and to get message from the text.

³⁴ Karren R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, London, 2007, p. 2

According to Anderson, narrative text is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.³⁵ It means that narrative is kind of text that tells a story in order to informs or entertains the reader. the purpose of narrative text from the writer is to tell story and entertain the readers. From the point of the readers, after reading the text, they will be entertained and got a moral lesson for their lives. Its the plot consists of orientation, complication, sequence of events, resolution, and then followed by coda in the end of story.

In this research, students' reading comprehension of narrative text is the student's ability to get meaning and understand the narrative text. The students comprehension can be seen from the students' ability to answer and understand the reading question commonly used to measure the reading comprehension such as the main idea, expression/ idiom/ phrase in context, inference (implied detail), grammatical futures, supporting idea and vocabulary of the text.



6. Kinds of Narrative Text

a. Fable

A fabel is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable in narrative text are:

1) Mousedeer and crocodile

³⁵ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan Education Australia PTY LTD, 1997), p.8

- 2) The smartest parrot
- 3) The story of monkey and crocodile

b. Myths

Myths is stories that are believed by some people but the stories cannot be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence. Some example of myths are:

- 1) Nyi Roro Kidul
- 2) Gatot Koco
- 3) Srikandi

c. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The example of legend in narrative text are:

- 1) Malin Kundang
- 2) The legend of Tangkuban Perahu
- 3) The story of Toba Lake

d. Fairy tales

Story which relate much which magic things A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves,

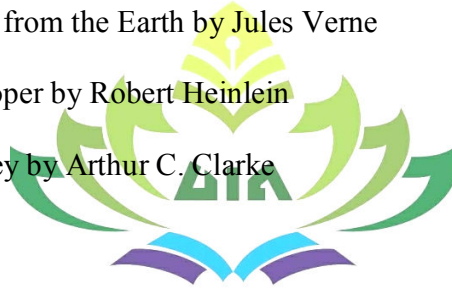
giants or gnomes, and usually magic or enchantments. The example of fairy tale in narrative text are:

- 1) Cinderella
- 2) Snow white
- 3) Beauty and the beast

e. Science fiction story

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are:

- 1) To the Moon from the Earth by Jules Verne
- 2) Starship Trooper by Robert Heinlein
- A Space Odyssey by Arthur C. Clarke



f. Novels

Novel is an invented prose narrative of considerable length and a certain complexity that deals imaginatively with human experience, usually through a connected sequence of events involving a group of persons in a specific setting. Some examples of novels are:

- 1) Harry Potter
- 2) The Line of Beauty

F. Concept of GIST strategy

1. Definition of (GIST) strategy

GIST is an acronym for Generating Interactions between Schemata and Texts. According to Rice, GIST is strategy that developed to help students learn to write organized and concise summaries of their reading.³⁶ According to Bouchard, GIST is reading strategy that provides an opportunity for students to identify important vocabulary and synthesize important pieces of information into summary statement to show the gist of the reading.³⁷ In other word, GIST is one of reading strategy that is considered useful to improve students' comprehension through write a summaries of their reading. According to Duke and Pearson, teaching students to summarize what they read is another way to improve their overall comprehension of text.³⁸ It means that instruction and practice in summarizing not only improves students' ability to summarize text, but also their overall comprehension of text content.

According to Cunningham in Duke and Pearson, in GIST strategy, students create summaries of 15 or fewer words for increasingly large amounts of text, beginning with single sentences and working incrementally to an entire paragraph.³⁹ They are forced to discard unimportant information so that they may focus on what is significant for them to understand and

³⁶ Cheryl Rice, *Creative Strategies for CTE Teachers Teacher Hndbook.pdf*, p.9 available at: <https://scotlandcte.files.wordpress.com/2012/08/creative-strategies-handbook.pdf>, Accessed on 17/09/2017.

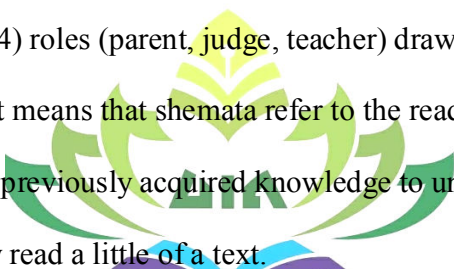
³⁷ Margaret Bouchard, *Comprehension Strategies for English Language Learners*, (U.S.A , Scholastic Inc, 2005), P.40

³⁸ Nell K Duke and P. David Pearson, "Effective Practices for Developing Reading Comprehension" (International Reading Association (IRA), 2002), p. 220

³⁹ Nell K. Duke and P. David Pearson. *Op.Cit.*, p. 221

remember.⁴⁰ It means in this strategy the reader has to identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, and record a summary of the material they just read in 15 or fewer words for increasingly large amounts of text. It allows the students to check their understanding of the reading by forcing to limit their response in the form of a summary.

In the process of GIST, the students activate the schemata on the text because it can build their background knowledge, experience to comprehend the text. The term schema (the plural is schemata or schemas) can be defined as a kind of storage cabinet in our brains with file folders containing different information about (1) concepts (chairs, birds, ships), (2) events (weddings, birthdays, school experiences), (3) emotions (anger, frustration, joy, pleasure), and (4) roles (parent, judge, teacher) drawn from our life experiences.⁴¹ It means that shemata refer to the readers' background knowledge and previously acquired knowledge to understand the reading topic when they read a little of a text.



Harrel and Jordan stated that Generating Interaction between Schemata and Text is strategy for supporting comprehension of informational text.⁴² Richardson in Hana stated that GIST is a reading comprehension strategy that

⁴⁰ Atiya Mahmud Hana, "The Effectiveness Of Gist (Generating Interactions Between Schemata And Text) And Kwl (Know, Want, And Learned) Strategies To Improve Reading Achievement Of Male And Female Students", *4rd ELTLT Conference Proceedings*, (October 2015), p. 162

⁴¹ Anderson & Pearson, in *Teaching Reading Comprehension* chapter 7.pdf, p.260

⁴² Adrienne L. Herrel - Michael Jordan, *50 Strategies for Teaching English Language Learner, Second Edition* (New Jersey: Pearson Merrill Prentice Hall, 2008), P. 260

is used to teach both expository and narrative texts.⁴³ GIST strategy is especially helpful when the students are required to read long texts containing a significant amount of new information.⁴⁴ It means that GIST is a strategy that can be used for teaching reading comprehension both expository and narrative texts and long texts that containing a significant amount of new information.

According to Cunningham in Duke and Pearson, GIST is conducted first as a whole class, then in small groups and finally on an individual basis.⁴⁵ It means the students work in cooperative groups and read sections of the text silently. After each short section is read silently, the members of the group work collaboratively to generate one sentence that summarizes the “gist” of the passage. This is a particularly effective strategy for use with English language learners because the group members have a chance to discuss and clarify meaning as they decide on the best summary sentence for the section or paragraph.

Based on theory, GIST is one teaching strategy that is considered useful to improve students’ reading comprehension. This strategy is useful to identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, help students remember what they read, and record a summary of the material they just read. It allows the students to check their understanding of the reading by forcing to limit their response in the form of a summary. This allows students to put concepts into

⁴³ Atiya Mahmud Hana, *Loc. Cit.*

⁴⁴ Adrienne L. Herrel - Michael Jordan, *Loc. Cit.*

⁴⁵ Nell K. Duke and P. David Pearson. *Loc. Cit.*

their own words. GIST works well with narrative text. This activity helps teachers and students to identify key concept.

2. Procedure of Teaching Reading Using GIST Strategy

As Cunningham describes it, GIST is conducted first as a whole class, then in small groups, and finally on an individual basis.⁴⁶ The procedure is as follows:

- a. Selecting appropriate passages. The teacher selects short passages of an appropriate difficulty level, each with a gist, and three to five paragraphs in length. The passage is placed on an overhead.
- b. Reading the paragraph. All the paragraphs are covered over but the first one. Fifteen blank spaces are placed on a chalkboard, and the students are directed to read the paragraph so they can retell it in their own words in one statement of fifteen or less words.
- c. Students generate summaries. When students have finished reading the paragraph, the overhead transparency is removed and students are asked as a group to start their summaries. Writing one word per blank, students dictate and edit the statement until it is complete. Students may review the paragraph at any time, but they are expected to dictate and edit from memory. When students feel that

⁴⁶ *Ibid.* p.221

their statement is an accurate summary of the paragraph, the step is complete.

- d. Students read and summarize subsequent paragraphs. The chalkboard is erased, and the students proceed to read and summarize the first two paragraphs in no more than twenty words. The same procedures are used for leading them through the entire passage.
- e. Generating summaries for whole passages and developing independence. Once students have had many opportunities to practice GIST first in paragraphs then in short passages they will be ready to move to generating summaries for entire texts. Continued practice and reinforcement will help students to refine their ability to summarize.⁴⁷

It means that the steps in implementing the GIST strategy are selecting appropriate passages, reading the paragraph, students generate summaries, the students read and summarize subsequent paragraphs and generating summaries for whole passages. These five steps applied in the lesson plan for the experimental class.

G. Concept of Translation Technique

⁴⁷ *Handout gist strategy Pdf.* p. 16
available at: <https://scotlandcte.files.wordpress.com/2012/08/Handout-gist-strategy-Pdf/>
Accessed on October 10, 2017.

Molina and Albir defined translation technique as procedures to analyze and classify how translation equivalence works.⁴⁸ It means translation technique is a technique of how the processing in changing one language to other in order to get the equivalent meaning and can be understood in the target language.

Translation technique can also be defined as a way to transfer the meaning from the source language to target language is based on micro unit (word, phrase or clause or in sentences), which influence the result of translation.⁴⁹ It means translation technique is a strategy of how the processing in changing one language to other based on micro unit of the word in orders to get the equivalent meaning and can be understood in the target language.

Form the explanation, it can be concludes that translation technique is the procedure to analyze and classify the way of equivalence can happens and as a way to transfer the meaning from the source language to target language is based on micro unit of the word



1. Procedure of Teaching Reading through Translation Technique

The following procedure adapted from Larsen and Freeman.

- a. The class read a text written in target language.
- b. Students translate the passage from the target language to their mother tongue.

⁴⁸ Lucia Molina and Amparo Hurtado Albir. *Translation Techniques Revisited: A Dynamic and Functionalist Approach XLVII, Vol. 4* (Universitat Autònoma de Barcelona: Barcelona, 2002), p. 509

⁴⁹ Tira Nur Fitria, *Translation Technique of English to Indonesian Subtitle in Doraemon "Stand by Me" Movie*, Yogyakarta: Muhammadiyah University of Surakarta, 2005, p. 3

- c. The teacher asks students in their native language if they have any question; students ask question and the teacher answer the questions in their native language.
- d. Students translate new word from the target language to their mother tongue.
- e. Students are given a grammar rule and based on the example they apply the role by using a new words.
- f. Students memorize vocabulary.
- g. The teacher asks students to state the grammar role.
- h. Students memorize the role of grammar.⁵⁰

It means that the steps in implementing the translation technique are the class read a text written in target language, students translate the passage from the target language to their mother tongue, the teacher asks students in their native language if they have any question; students ask question and the teacher answer the questions in their native language, students translate new word from the target language to their mother tongue, students are given a grammar rule, students memorize vocabulary, the teacher asks students to state the grammar role and students memorize the role of grammar. These eight steps applied in the lesson plan for the control class.

H. Frame of Thinking

⁵⁰ Diana Larsen and Freeman, *Technique and Principle in Language Teaching* (Oxford: Oxford University Press, 2000), pp.15-17

Reading comprehension is very important in reading activity because the essence of reading activity is to understand the text. Readers can get a lot of information and knowledge if they understand what they read. To be successful at reading comprehension, the students need to actively process what they read, understand what they read, involving prior knowledge, knowledge of text structure, and an active search of information.

GIST is one teaching strategy that is considered useful to improve students' reading comprehension and involves students' prior knowledge, synthesizing and generalizing cognitive. This strategy is said useful to identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, help students remember what they read, and record a summary of the material they just read.

In GIST strategy, students create summaries of 15 or fewer words for increasingly large amounts of text, beginning with single sentences and working incrementally to an entire paragraph. They are forced to discard unimportant information so that they may focus on what is significant for them to understand and remember. Thus, it can be inferred that GIST strategy is effective to be use in teaching reading comprehension and for supporting comprehension of long text like narrative.

I. Hypotheses

Based on the theories and assumption, this research formulated the Hypotheses as follows:

H_a: There is influence of using Generating Interaction Between Schemata and Text (GIST) strategy Toward Students' Reading Comprehension on

Narrative text at the second semester of the eighth grade of SMPN 21

Bandar Lampung in the academic year of 2017/2018.

H₀: There is no influence of using Generating Interaction Between Schemata and Text (GIST) strategy Toward Students' Reading Comprehension on Narrative text at the second semester of the eighth grade of SMPN 21 Bandar Lampung in the academic year of 2017/2018.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This research was quantitative research. Quantitative research may be further classified as either experimental or non experimental.⁵¹ Experimental quantitative research involves a study of the effect of the systematic manipulation of one variable (s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable.⁵² It means that experimental design is a research design that is controls or manipulates how groups of participants are treated and then measures how the treatment affects each group. In non experimental quantitative research, the researcher identifies variables and may look for relationships among them but does not manipulate the variables.⁵³ It means that non experimental quantitative research only identifies variables and may look for relationships among them but does not manipulate the variables. The experimental research was used in this research because the purpose of this research was to know the influence of one variable to another.

Experimental designs may also be classified according to how well they provide control of the threats to internal validity: pre-experimental, true-experimental and quasi-experimental designs.⁵⁴ The Quasi-experimental research

⁵¹ Donald Ary, Lucy Cheser Jacobs, and Chris sorensen, *Introduction to Research in Education*, (8th Edition), (Belmont: Wadsworth Cengage Learning, 2010), p.26

⁵² *Ibid.*

⁵³ *Ibid.*

⁵⁴ *Ibid.* p.302

design was used in this research. According to Creswell, quasi-experimental is a research design that includes assignment, but not a random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.⁵⁵ It means that we do not have the opportunity for random assignment of students to special groups in different conditions, because it would disrupt the classroom learning. The research design can be presented in Table 2:

Table 2
Quasi-Experimental Research Design

Select Control Group	Pre-test	No Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

source: John W. Creswell, Educational Research: Planning and Conducting Quantitative and Qualitative Research (Boston: Pearson Education, Inc, 2012), p. 310

The pre-test and post-test were conducted for control and experimental class. The pre-test was given to the students in order to know their reading comprehension on the narrative text before treatment and the post-test was given after the treatment by using GIST strategy in the experimental class and translation technique in the control class.

B. Variable of the Research

According to Creswell, a variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organizations studied.⁵⁶ There were two variables in this research namely: independent variable and dependent variable. An independent

⁵⁵ John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research* (Boston: Pearson Education, Inc, 2012), p. 309

⁵⁶ *Ibid.* p. 112.

variable is presumed to effect (at least partly cause) or somehow influence at least one other variable. The dependent variable “depends on” what the independent variable does to it, how it affects it.⁵⁷ The independent variable of this research was GIST strategy (X), and the dependent variable was students’ reading comprehension of narrative text (Y).

C. Operational Definition of Variable

1. Independent Variable (X)

GIST strategy is an acronym for Generating Interactions between Schemata and Texts. This strategy was developed to help students learn to write organized and concise summaries of their reading. In this strategy, the students work collaboratively to decide upon the important information included in a specified selection of text and use it to write a summary statement in 15 words or less.

2. Dependent Variable (Y)

Students’ reading comprehension of narrative text is the student’s ability to get meaning and understand the narrative text. The students comprehension can be seen from the students’ ability to answer and understand the reading question commonly used to measure the reading comprehension such as the main idea, expression/ idiom/ phrase in context, inference (implied detail), grammatical futures, supporting idea and vocabulary of the text.

D. Population, Sampling Technique and Sample of the Research

1. Population

⁵⁷ Jack R. Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education* (8th ed) (New York: McGraw-Hill Companies, Inc, 2009), p.42

According to Creswell, a population is a group of individuals who have the same characteristic, and then a target population is a group of individuals or a group of organization with the same common defining characteristics.⁵⁸ The population of this research was all the students at the eighth grade of SMPN 21 Bandar Lampung 2017/2018 which consist of 368 that were divided into nine classes. It can be seen in Table 3

Table 3
**The Population of the Students at the Eighth Grade
of SMPN 21 Bandar Lampung in the Academic Year of 2017/2018**

No	Class	Gender		Number of Students
		Male	Female	
1.	VIII A	21	19	40
2.	VIII B	19	21	40
3	VIII C	18	24	42
4	VIII D	19	23	42
5	VIII E	18	23	41
6	VIII F	18	21	39
7	VIII G	15	27	42
8	VIII H	16	25	41
9	VIII I	18	23	41
Total		162	208	368

Source: Document of SMPN 21 Bandar Lampung in the Academic Year of 2017/2018

2. Sample of the Research

According to Fraenkel and Wallen, a sample is any part of a population of individuals on whom information is obtained. It may, for a

⁵⁸John W. Creswell, *Op. Cit.* p.142.

variety of reasons, be different from the sample originally selected.⁵⁹ The sample in this research was two classes. One class as the experimental class, and the other one class as the control class.

3. Sampling Technique

Cluster random sampling technique was used in this research because in this research the population was in groups. According to Fraenkel and Wallen, the selection of groups, or clusters, of subjects rather than individual is known as cluster random sampling.⁶⁰ The steps in determining the experimental and control class were as follows:

- a. First, the name of each class was written on the piece of paper. Then the papers were rolled and put them into a glass.
- b. Second, the glass was shaken and after that one piece of the paper was taken. The first rolled paper came out was VIII A as the experimental class.
- c. Third, the paper was rolled and put it back into the glass
- d. Fourth, the glass was shaken and after that one piece of the paper was taken. The second rolled paper came out was VIII B as the control class.
- e.

E. Data Collecting Technique

The procedures which used in collecting the data were described as follows:

⁵⁹ *Ibid.* p.105

⁶⁰ Jack R, Fraenkel and Norman R. Wallen, *Op. Cit.* p.95

1. Pre-test

According to Creswell, a pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment.⁶¹ The pre-test is administered to measure the students' reading comprehension on narrative text. The pre-test was given to the students in the control class and the experimental class to measure their reading comprehension on the narrative text before treatment. In the pre-test, the students were asked to answer the reading comprehension test in form multiple choice questions about narrative text consist of 25 items.

2. Post-test

Post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.⁶² The Post-test was done after the treatment of the students in the experimental and the control class in order to know the students' reading comprehension on the narrative text after they were taught by using GIST strategy. In the Post-test the students also were asked to answer the reading comprehension test in form of multiple choice questions about narrative text consist of 25 items.

F. Instrument of the Research

The instrument of this research was the test. Multiple choice questions were used in this research as a tool for testing in order to know students' reading comprehension on narrative text. According to Anderson, multiple choice

⁶¹ John W. Creswell, *Op. Cit.* p.297

⁶² *Ibid.*

questions are a common device for testing student text comprehension.⁶³ According to Sugiyono, the number of test instruments is the least amount but sufficient to measure the variables of the research.⁶⁴ It means that the numbers of instrument that was used to collect the data should not be much but already includes all the criteria needed to measure the variable of the research in this case that was reading comprehension. There were some specifications commonly used in measuring reading comprehension introduced by Brown: the main idea (topic), expression/idiom/ phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content.⁶⁵ The specification for the try-out test can be seen in Table 4:



Table 4
The Specifications of the Try-out

NO.	Aspect	Item Numbers	Total
1	Main Idea (Topic)	1, 9, 16, 25, 33, 42	6
2	Expression/Idiom/ Phrase In Context	17, 26, 34, 43, 49, 50	6
3	Inference (Implied Detail)	2, 11, 23, 28, 40, 44	6
4	Grammatical Features	3, 10, 18, 27, 35, 45	6

⁶³ J. Charles Anderson , *Assessing Reading* (Cambridge: Cambridge University Press, 2000), p. 211

⁶⁴ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2012), P.160

⁶⁵ H. Douglas Brown, *Language Assessment Principle And Classroom Practices*, (New York: Person Education. 2004), p.206

5	Detail (Scanning For A Specifically Stated Detail)	4, 12, 19, 29, 36, 41	6
6	Excluding Facts Not Written (unstated details)	5, 7, 13, 20, 30, 37, 48	7
7	Supporting Idea(S)	8, 14, 21, 31, 38, 46	6
8	Vocabulary In Context	6, 15, 22, 24, 32, 39, 47	7
Total			50

Table 5
The Specifications of the Pre-Test and Pos-Test
after the Try-out and Item Validity

NO.	Aspect	Pre-test		Post-test	
		Item Numbers	Total	Item Numbers	Total
1	Main Idea (Topic)	3, 15	2	13, 21	2
2	Expression/Idiom/ Phrase In Context	8,19	2	6, 17	2
3	Inference (Implied Detail)	5, 13	2	11, 23	2
4	Grammatical Features	4, 9,	2	7, 22	2
5	Detail (Scanning For A Specifically Stated Detail)	6, 10, 16, 20, 23	5	1, 8, 14, 18, 24	5
6	Excluding Facts Not Written (unstated details)	1, 7, 11, 17, 21	5	4, 9, 15, 19, 25	5
7	Supporting Idea(S)	25	1	3	1
8	Vocabulary In Context	2, 12, 14,18, 22, 24	6	2, 5, 10, 12, 16, 20	6
Total			25		25

G. Research Procedure

1. Planning

a. Determining the Subject of the Research

The subjects of the research were the students at the second semester of the eighth grade of SMPN 21 Bandar Lampung. In this case, VIII A was the experimental class and VIII B was the control class.

b. Preparing the Try-out

The try-out test was prepared and given to the students from the different sample. In this case, VIII I was chosen as the try-out class. The test in the form of multiple choice consists of 50 items with four options a, b, c or d.

c. Preparing the Pre-test

The pre-test was given based on the items selected in the try-out. Based on the calculation using SPSS, 25 Items from 50 try-out items were valid.

d. Determining the Material to be Taught

The materials were determined based on the syllabus. This research was focused on the reading comprehension of narrative text.

e. Preparing the Post-test

The post-test was given based on the items selected in the try-out. Based on the calculation using SPSS, 25 Items from 50 try-out item were valid.

2. Application

There were some steps in doing this research, they were:

a. Pre-test

This test was in the form of multiple choice consist of 25 items with four options a, b, c or d.

b. Treatment

After giving the pre-test to the students, the treatments by using GIST strategy were given in the experimental class. The treatments were three meetings.

c. Post-Test

This test was in the form of multiple choice consist of 25 items with four options a, b, c or d.

3. Reporting

The last step in the research procedure was reporting. There were:

- a. Analyzing the data received from pre-test and post-test.
- b. Making a report based on the findings.

H. Scoring Procedure



According to Frary in Tjalla and Fitriani, the the formula for scoring multile choice question was as follows:⁶⁶

$$FS = R - \frac{W}{C - 1}$$

Notes:

FS = "Corrected" or formula score

R = Number of items answered right

⁶⁶ Awaluddin Tjalla and Sari Fitriani, *The Effect of Multiple Choice Scoring Methods and Risk Taking Attitude toward Chemistry Learning Outcome*, Vol.1 2017 (2017), Article ID 496122(Jakarta State University : Jakarta, 2007), p.4

W = Number of items answered wrong

C = Number of choices per item (same for all items)

I. Validity

Validity, on the other hand, focuses on ensuring that what the instrument “claims” to measure is truly what it is measuring. In other words, validity indicates the instrument’s accuracy.⁶⁷ It means that validity test is conducted to check whether the test measures what is intended to be measured. To measure whether the test has good validity or not, the content validity, construct validity and item validity were used in this research.

1. Content Validity

According to Best and Kahn, content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.⁶⁸ In another word, content validity is the level validity of the instrument that can be taken from syllabus, objectives, and the judgments of subject matter specialists. To get content validity the test must be based on the learning material at the syllabus for the second semester of the eighth grade of junior high school which is about narrative text. The instrument was consulted to the lecturer of UIN Raden Intan Lampung Mr. Satri Adi

⁶⁷ Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle, *Methods In Educational Research From Theory To Practice*, (San Francisco: Jossey-Bass, 2006), p. 88

⁶⁸ John W. Best and James V. Kahn, *Research in Education* (7th ed) (New Delhi, Prentice-Hall of India Private Limited, 1995), p.219

Pradana, M.Pd as a validator. He stated that the instrument of the research was suitable with the learning material and syllabus for eight grade students.

2. Construct Validity

According to Best and Kahn, construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.⁶⁹ It means that construct validity is showing the measurement used contained correct operation definite, which was based on the theoretical concept. In this research the test that the scoring covered eight aspects of reading were administered, they were: main idea, Expression/idiom/phrase in context, inference, supporting idea, grammar, vocabulary, detail, excluding fact not written. The validity of the test was conducted at the beginning of the activity. To make sure, the instrument was consulted to English lecturer of UIN Raden Intan Lampung Mr. Satria Adi Pradana, M.Pd as a validator, for determining whether the test has obtained construct validity or not. After the instrument was consulted with the validator, the instrument was suitable for the eight aspects of reading comprehension. (see appendix 4)

3. Item Validity

The item validity was used to measure the validity of the test items. The try-out of the test to students from the different sample was given. The try-out was conducted in the VIII I which consisted of 35 students. The try-out consisted of 50 items. The result of the test was analyzed using SPSS (*Statistical Package for Social Science*) version 16.0 to calculate the data

⁶⁹ *Ibid.* p.219

obtained from the try-out to find the item validity of each it. The item validity was employed Pearson Product Moment.

The criteria for the item validity were:

If $r_{\text{observed}} > r_{\text{critical}} = \text{Valid}$

If $r_{\text{observed}} < r_{\text{critical}} = \text{Invalid}$

The result of the try-out showed that the N was 35 students so the $r_{\text{critical}} = 0.334$. Based on the calculation using SPSS, 25 items of 50 try-out items were valid. They were the items number 5, 6, 9, 10, 11, 12, 13, 17, 18, 19, 20, 22, 23, 24, 25, 29, 30, 32, 34, 36, 37, 39, 41, 46, 47. While the invalid items were 25 items. They were the items number 1, 2, 3, 4, 7, 8, 14, 15, 16, 21, 26, 27, 28, 31, 33, 35, 38, 40, 42, 43, 44, 45, 48, 49, 50. (See appendix 5)

J. Reliability of the Test

According to Lodico, Spaulding, Voegtler, reliability refers to the consistency of scores, that is, an instrument's ability to produce "approximately" the same score for an individual over repeated testing or across different raters.⁷⁰

It means if the test is reliable enough, the result would be consistent whether it is the first test or second test and the result will always be equal. This research used SPSS (*Statistical Package for Social Science*) version 16.0 to know the reliability of the test. The criteria for reliability test were :

0.800 – 1.000 = Very high

0.600 – 0.800 = High

0.400 – 0.600 = Medium

⁷⁰ Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtler, *Op Cit.* p.87

0.200 – 0.400 = Low

0.00 – 0.200 = Very low.

Table 6
The Result of the Reliability Test

Cronbach's Alpha	N of Items
.866	25

Based on Table 6, the result obtained from the reliability test was 0.866. Based on the criteria of reliability, the level of reliability of the instrument was very high reliability.

K. Data Analysis

The data were analyzed by using independent sample t-test. The independent sample t-test was used in this research because there were two independent samples in this research they were the experimental class and the control class. The independent sample t-test was used to compare the mean of

two groups of different subjects on one variable. There were two assumptions that were done before analyzed the data by using independent sample t-test.

1. Normality Test

The normality test was used to know whether the data in the experimental class and control classes were normally distributed or not. In the research, the statistical computation by using SPSS (*Statistical Package for Social Science*) version 16.0 was used to know whether the data is normal or not. The normality test was employed Shapiro Wilk because the sample was above 50 students.

The criteria of acceptance of the hypotheses for normality test were:

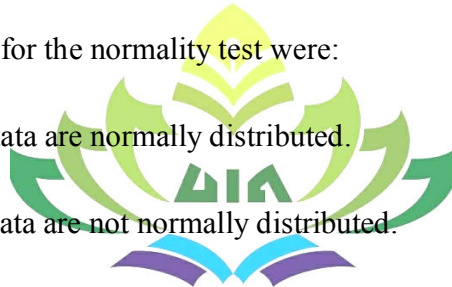
H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

The hypotheses for the normality test were:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.



2. Homogeneity Test

After the normality test, Homogeneity test was conducted in this research to determine whether the data obtained from the sample were homogeneous or not. In this research, the statistical computation by using SPSS (*Statistical Package for the Social Science*) version 16.0 was used for homogeneity of the test. The test of homogeneity employing Levene. The criteria for acceptance of the homogeneity test were:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

The hypotheses for the homogeneity test were:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

3. Hypothetical Test

The statistical computation by using *SPSS* (Statistical *Package* for Social Science) version 16.0 was used for hypothetical of the test in this research. The purpose of using SPSS, in this case, was to practicality and efficiency in the study. The independent sample t-test was used in this research. It was used in because there were two independent samples in this research they were the experimental class and the control class. The independent sample t-test was used to compare the mean of two groups of different subjects on one variable.

The criteria for acceptance of the hypothesis were:

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

The hypotheses were:

H_a : There is a significant influence of using GIST strategy towards students' reading comprehension of narrative text at the second semester of the eighth grade of SMPN 21 Bandar Lampung, in the academic year of 2017/2018.

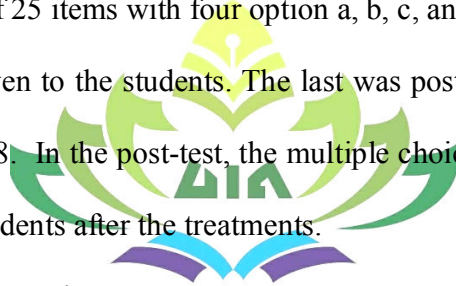
H_o : There is no significant influence of using GIST strategy towards students' reading comprehension of narrative text at the second semester of the eighth grade of SMPN 21 Bandar Lampung, in the academic year of 2017/2018.



CHAPTER IV RESULT AND DISCUSSION

A. Description of the Treatment

The treatments for the experimental class were held three times on March 20th, 21st and 27th, 2018. The treatments for the control class were held three times on March 15th, 21st and 22nd. The data in this research was in form of score. The score was derived from pre-test and post-test. Before the pre-test, the try-out to the students was conducted. The try-out was held on March 12th, 2018. The try-out consisted of 50 items with four option a, b, c, and d. The purpose of the try-out was to know the validity and reliability of the test items. After conducted the try-out, the pre-test was given. The pre-test was held on March 14th, 2018. The pre-test consisted of 25 items with four option a, b, c, and d. After the pre-test, the treatments were given to the students. The last was post-test which was held and on March 28th, 2018. In the post-test, the multiple choice test consist of 25 items was given to the students after the treatments.



1. Description of the First Treatment

The first treatment was on March, 20th 2018. In the first treatment, the students were enthusiastic with their new teacher in the class. The lesson was started by greeting and giving the introduction to the students. After that, the students were asked to pray together.

At the beginning of the treatment, the students were asked about their knowledge about narrative text. Then, the material about the definition of narrative text and the social function of the narrative text was explained to

the students. The topics of narrative text for the first meeting was “The Ant and the Dove”.

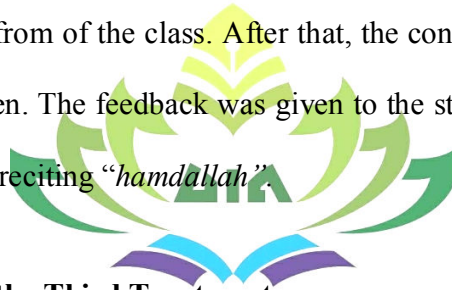
Afterward, the students were taught by using GIST Strategy. Before doing GIST Strategy the students were explained about what is GIST Strategy and how is the procedure of GIST Strategy. Then, the students were asked to follow the procedure of the strategy step by step. firstly, the students were asked to make a group consist of five. Then the students chose one member of the group as the leader. Secondly, the students were asked to read the first paragraph. Thirdly, after the students have finished reading the paragraph, the students were asked as a group to discuss and write their summaries in 15 words or less. Then, students dictate and edit the statement until it is complete. Fourthly, the same procedures are used for leading them through the entire passage. Fifthly, after the students have finished read and make the summary of each paragraph, the students were asked to make the summary of the entire passage in 15 words or less.

During this activity, there were some students still difficult to work together, they passive in the group and they still confuse with the strategy and the text. So an explanation and guide were given to the students to complete their task. After the task was finished, each group presented their summaries in from of the class. After that, the conclusion about the material today was given. The feedback was given to the students. The last, the class was closed by reciting “*hamdallah*”.

2. Description of the Second Treatment

The second meeting was held on March, 21st 2018. The class was started by greeting and praying together. Then, the student reviewed the material that they have learned at the first meeting. After that, the material about the generic structures of narrative text was explained here. The topic of the narrative text in this meeting was about “The Little Mouse”.

In this meeting, the same strategy was given to the students. The procedures of the GIST strategy remained to the students. After that, the students divided into different group from the first meeting. In this meeting, the teaching and learning process using the GIST strategy was running well then the first meeting. The students were more active and cooperative with their friend in the group. The students read the story, made the summary and answered the questions from the text. Then, each group presented their summaries in from of the class. After that, the conclusion about the material today was given. The feedback was given to the students. The last, the class was closed by reciting “*hamdallah*”.



3. Description of the Third Treatment

The last meeting was conducted on March, 22nd 2018. The class was started by greeting and praying together. Then, the student reviewed the material that they have learned at the second meeting. In the last meeting, the same strategy was given to the students. The topic of the narrative text was about “The Bear and Two the Friends.” The material about the language future of narrative text was explained in this meeting. In this meeting, the students were worked individually to make their summary of the text. It was

so much better than before because the students felt accustomed to the teaching-learning using the GIST strategy and the narrative text. The student looked enjoy their text and the students have understood how to use the GIST strategy.

B. Result of the Research

After doing the research, the result of pre-test and post-test was obtained. The tests were conducted in two classes, the first was experimental class and the second was the control class.

1. Result of the Pre-test in the Experimental Class

The Pre-test was conducted in order to know students' ability before the treatment. The pre-test was administrated on March 14th, 2018 at 8.25 A.M for the experimental class (VIII A). The results of the pre-test in the experimental class were, as follows:

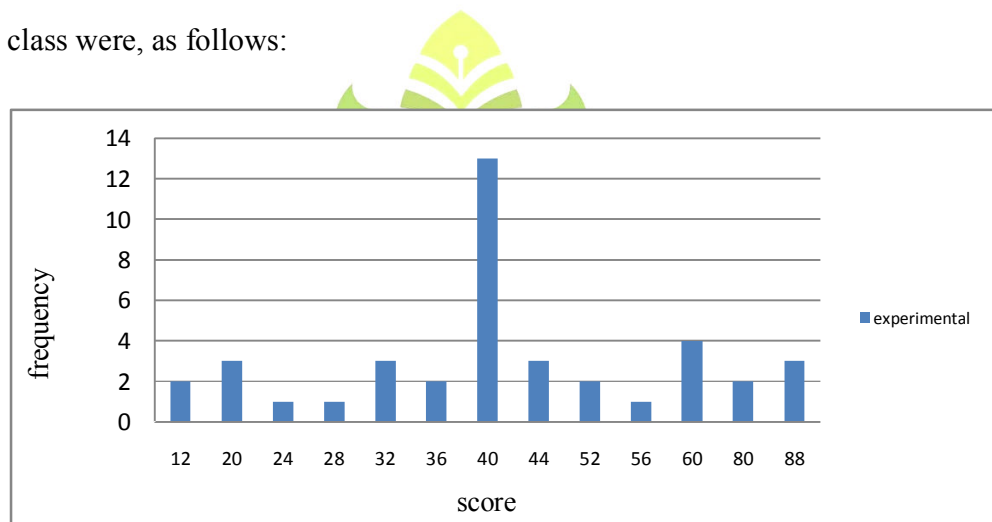


Figure 1
Chart of the Result of the Pre-test in the Experimental Class

Based on Figure 1, it could be seen that from 40 students, there were 2 students (5%) got score 12. 3 students (7.5%) got score 20. 1 students (2.5%)

got score 24. 1 students (2.5%) got score 28. 3 students (7.5%) got score 32. 2 students (5%) got score 36. 13 students (32.5%) got score 40. 4 students (10%) got score 44. 2 students (5%) got score 52. 1 students (2.5%) got score 56. 4 students (10%) got score 60. 2 students (5%) got score 80. 3 students (7.5%) got score 88.

The data were analyzed by using SPSS version 16. The result of the pre-test in the experimental class showed that the mean was 44.50, the median was 40.00, the variance was 381.692, the standard deviation was 19.537, the minimum score was 12, and the maximum score was 88. (see appendix 9)

2. Result of the Pre-test in the Control Class

The Pre-test was conducted in order to know students' ability before the treatment. The pre-test was administrated on March 14th, 2018 at 7.15 A.M for the control class (VIII B). The results of the pre-test in the control class were, as follows:

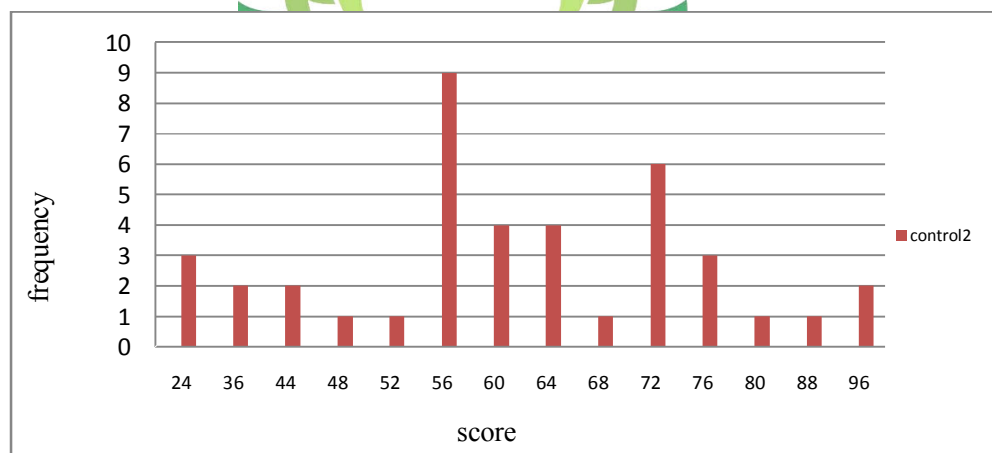


Figure 2
Chart of the Result of the Pre-test in the Control Class

Based on Figure 2, it could be seen that from 40 students, there were 3 students (7.5%) got score 24. 2 students (5%) got score 36. 2 students (5%) got score 44. 1 students (2.5%) got score 48. 1 students (2.5%) got score 52. 9 students (22.5%) got score 56. 4 students (10%) got score 60. 4 students (10%) got score 64. 1 students (2.5%) got score 68. 6 students (15%) got score 72. 1 students (2.5%) got score 80. 1 students (2.5%) got score 88. 2 students (5%) got score 96.

The data were analyzed by using SPSS version 16. The result of the pre-test in the control class showed that the mean was 44.90, the median was 40.00, the variance was 358.144, the standard deviation was 18.925, the minimum score was 24, and the maximum score was 96. (see appendix 9)



3. Result of the Post-test in the Experimental Class

The post-test was conducted in order to know students' ability after the treatment. The post-test was administrated on March 28th, 2018 at 8.25 A.M for the experimental class (VIII A). The results of the post-test in the experimental class were, as follows:

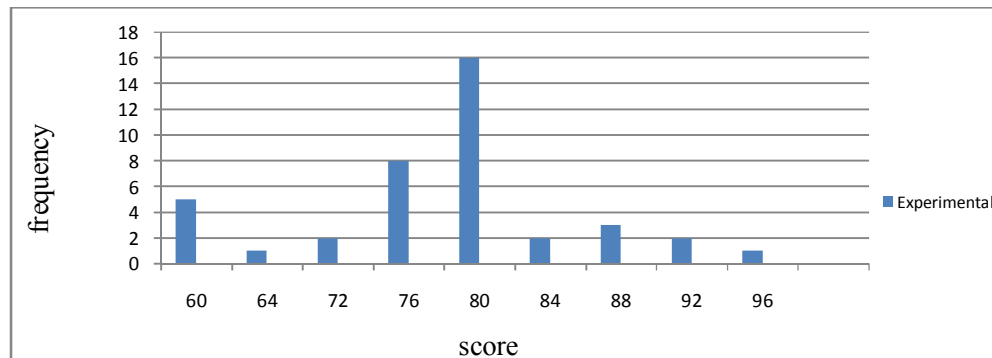


Figure 3
Chart of the Result of the Post-test in the Experimental Class

Based on Figure 3, it could be seen that from 40 students, there were 5 students (12.5%) got score 60. 1 students (2.5%) got score 64. 2 students (5%) got score 72. 8 students (20%) got score 76. 16 students (40%) got score 80. 2 students (5%) got score 84. 3 students (7.5%) got score 88. 2 students (5%) got score 92. 1 students (2.5%) got score 96.

The data were analyzed by using SPSS version 16. The result of the post-test in the experimental class showed that the mean was 77.70, the median was 80.00, the variance was 78.677, the standard deviation was 8.870, the minimum score was 60, and the maximum score was 96. (see appendix 10)

4. Result of the Post-test in the Control Class

The post-test was conducted in order to know students' ability after the treatment. The post-test was administrated on March 28th, 2018 at 7.15 A.M for the control class (VIII B). The results of the post-test in the control class were, as follows:

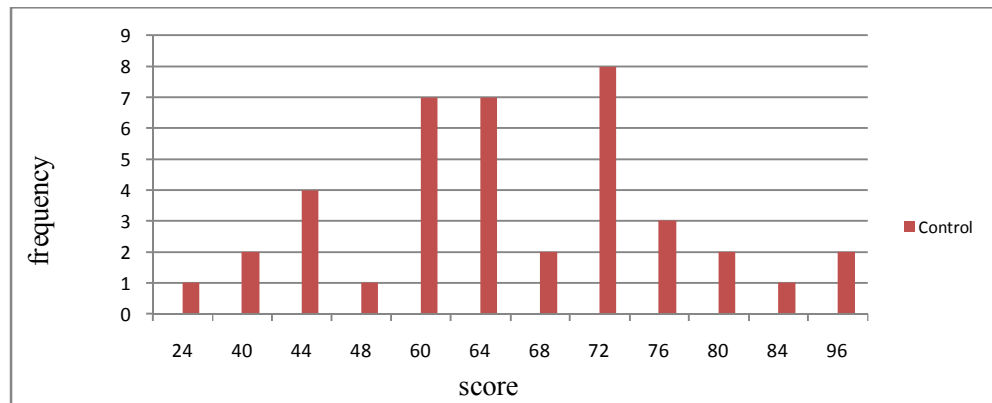


Figure 4
Chart of the Result of the Post-test in the Control Class.

Based on Figure 4, it could be seen that from 40 students, there were 1 students (2.5%) got score 24. 2 students (5%) got score 40. 4 students (10%) got score 44. 1 students (2.5%) got score 48. 7 students (17.5%) got score 60. 7 students (17.5%) got score 64. 2 students (5%) got score 68. 8 students (20%) got score 72. 3 students (7.5%) got score 76. 2 students (5%) got score 80. 1 students (2.5%) got score 84. 2 students (5%) got score 96.

The data were analyzed by using SPSS version 16. The result of the post-test in the control class showed that the mean was 66.00, the median was 64.00, the variance was 192.821, the standard deviation was 13.886, the minimum score was 24, and the maximum score was 96. (see appendix 10)

C. Data Analysis

1. Fulfillment of the assumptions

After collecting the data, the data were analyzed by using independent sample t-test. The independent sample t-test was used in this research because there were two independent samples in this research they were the experimental

class and the control class. The independent sample t-test was used to compare the mean of two groups of different subjects on one variable. There were two assumptions that were done before analyzed the data by using independent sample t-test.

a. The Result of Normality Test

The normality test was used to measure whether the data in the experimental class and control class were normally distributed or not.

The hypotheses were:

H_0 = the data have a normal distribution.

H_a = the data do not have a normal distribution.

The criteria of acceptance of the hypotheses for normality test were:

H_0 is accepted if *Sig. (Pvalue)* $> \alpha = 0.05$

H_a is accepted if *Sig. (Pvalue)* $< \alpha = 0.05$

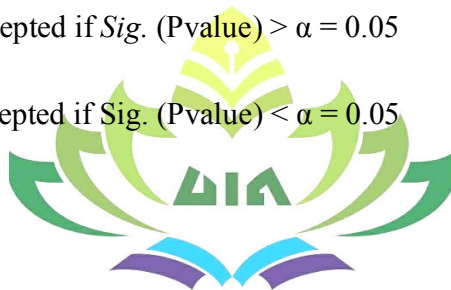


Table 7
The Result of the Normality Test
in the Experimental and the Control Class

Gain	Class	Shapiro-Wilk		
		Statistic	df	Sig
	Experimental	.952	40	.086
	Control	.985	40	.858

Based on Table 7, it can be seen that the Pvalue (Sig.) for the experimental class was 0.086 and the Pvalue (Sig.) for the control class was 0.858. Because of the Sig. (Pvalue) of the experimental class $> \alpha 0.05$. So, H_0 is accepted and the Sig. (Pvalue) for the control class $> \alpha 0.05$. So, H_a is rejected. It means that the data in the experimental class and control class had a normal distribution.

b. The Result of the Homogeneity Test

After knowing the normality the data, the homogeneity test was done to know whether the data were homogeneous or not.

Table 8
The Result of the Homogeneity Test

	Levene Statistic	df1	df2	Sig.
Score Based on Mean	.527	1	78	.470

Based on the results of the analysis of variances, it could be seen that the Sig. (Pvalue) = 0.470 $> \alpha = 0.05$. It demonstrated that the H_0 was accepted because of the Sig. (Pvalue) $> \alpha = 0.05$. It means that the variance of the data was homogenous.

c. The Result of the Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the independent sample t-test using SPSS (*Statistical Program for Social Science*) was conducted.

The hypotheses were:

H_a : There is a significant influence of using GIST strategy towards students' reading comprehension of narrative text at the second semester of the eighth grade of SMPN 21 Bandar Lampung, in the academic year of 2017/2018.

H_o : There is no significant influence of using GIST strategy towards students' reading comprehension of narrative text at the second semester of the eighth grade of SMPN 21 Bandar Lampung, in the academic year of 2017/2018.

The criteria for acceptance of the hypothesis for the hypothetical test were:

H_o is accepted if $\text{Sig. (Pvalue)} > \alpha = 0.05$

H_a is accepted if $\text{Sig. (Pvalue)} < \alpha = 0.05$



Table 9
The Result of the Hypothetical test

T	Df	Sig. (2-tailed)
3.674	76.785	.000

Based on the results of the independent sample t-test in Table 9, that the value of significant generated the $\text{Sig. (Pvalue)} = 0.000 < \alpha = 0.05$. So, the H_a is accepted and the H_o is rejected. Based on the computation, it can be concluded that there was a significant influence of using GIST Strategy toward student reading comprehension of narrative text at the second

semester of the eighth grade of SMPN 21 Bandar Lampung in the academic year of 2017/2018.

D. Discussion

At the beginning of the research, the pre-test was administered to know the students' achievement in reading the narrative text before they were given the treatments. The result showed that the mean score of pre-test in the experimental class was 44.50 while in the control class was 44.90. It showed that the mean of both classes was low.

After the pre-test, the students were taught through GIST strategy in the experimental class and through translation technique in the control class for three times. Before the treatments, the procedures of both strategies were explained to the students.

After the treatments were done, the post-test for the experimental and the control class was given. The post-test was given to measure the improvement of students' reading comprehension on the narrative text after the treatments. The mean score of post-test in the experimental class was 77.70 while in the control class was 66.00.

Based on the finding of the research, it was found that there were significant differences between the students who were taught using GIST strategy and the students who were taught using translation technique. It could be seen from the mean of the post-test in the experimental class was 77.70 higher than and the mean of post-test in the control class that was 66.00. It means that the most improvement was in the experimental class.

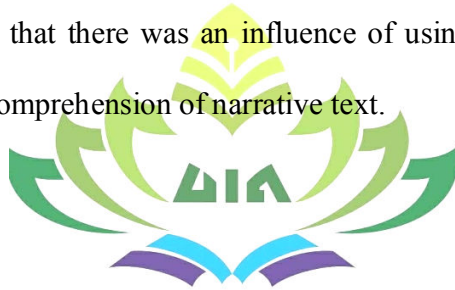
From the analysis, we knew that the students who got the treatments by GIST strategy got a better result than the students that taught without GIST strategy in teaching reading comprehension of narrative text. It was proved by the increasing average score in the experimental class. GIST Strategy could improve each aspect of students reading comprehension including main idea (topic), expression/idiom/ phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content.

The using of GIST strategy could help the students to comprehend the narrative text by asking the students to read each of the paragraphs and generate their own summary in 15 words or less. GIST strategy provides an opportunity for students to identify important vocabulary and synthesize important pieces of information into a summary statement to show the gist of the reading. In this strategy, the students were forced to discard unimportant information so that they may focus on what is significant for them to understand and remember. Cunningham in Duke and Pearson stated that "Teaching students to summarize what they read is another way to improve their overall comprehension of text". In this case, by using GIST strategy the students could improve their comprehension of narrative text.

However, some problems were faced in this research. There were some students still difficult to work together, they passive in the group and they still confuse with the strategy and the text. So an explanation and guide were given to the students to complete their task.

On the other hand, by using GIST strategy, the student could learn more active and it made the students easier to comprehend the materials that were given. It had been supported by the previous research conducted by Arianto, Zuhri, Kurniasih entitled The Implementation of GIST Strategy to Comprehend Analytical Exposition Text for Eleventh Graders of SMA Wahid Hasyim 2 Taman. The result of the research has been presented that GIST strategy has the good effect in the teaching-learning process. It could bring interest and motivation to the students in reading activity. After implementing the strategy, students' reading task showed good progress from the first task to the second one.

Based on the analysis of the data and the testing of hypothesis, the result of t-test null hypothesis (H_0) is refused and the alternative hypothesis (H_a) is accepted. It means that there was an influence of using GIST Strategy towards students' reading comprehension of narrative text.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the post-test was given to measure the influence of GIST strategy towards students' reading comprehension of narrative text in both classes after treatments done. The mean score of post-test in experimental class was 77.70 and the mean score of post-test in control class was 66.00. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Based on the result of data analysis, it can be concluded that there was a significant influence of GIST strategy towards students' reading comprehension of narrative text at the second semester of the eighth grade of SMP N 21 Bandar Lampung in the academic year of 2017/2018.

B. Suggestion

Based on the result of this research, the suggestions proposed as :

1. Suggestion for the teacher

- a. Based on the result of the research, the treatments by GIST strategy got a better result than the students that taught without GIST strategy. It was proved by the average score in the experimental class higher than the average score in the control class. GIST strategy can be used to develop and motivate the students' reading comprehension. Due to the finding, English

teacher can help students increase their reading comprehension by using GIST strategy.

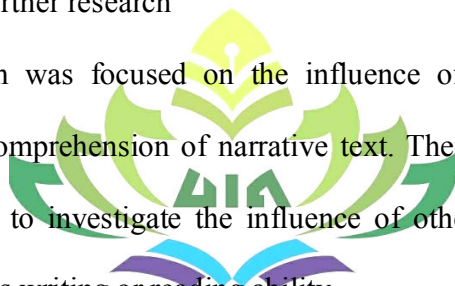
- b. However, this strategy also has some weakness. The problem usually happens when using this strategy is because not all the student discusses the material. To solve it the teacher must prepare the using GIST strategy well and the teacher must guide the student, motivate and support them to increase their attention.

2. Suggestion for the students

The students should study hard and more practice in reading English to improve their reading comprehension. They also should be active and creative in learning activity.

3. Suggestion to the further research

This research was focused on the influence of GIST strategy towards students' reading comprehension of narrative text. Therefore, it is suggested for the next researcher to investigate the influence of other strategy towards other English skills suchas writing or reading ability.



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APPENDIX



Appendix 3

**THE STUDENTS' READING SCORE
OF THE EIGHT GRADE OF SMPN 21 BANDAR LAMPUNG
IN 2017/2018 ACADEMIC YEAR**

VIII A

No	Name	Score
1.	A. Zulkaranin P.	73
2.	Achmad Risky K.	74
3.	Al Rasyid Dwi P.	80
4.	Anna Tasya Loverida	73
5.	Arya Daffa N.P.	74
6.	Bahrain Hadiz H.	73
7.	Belva Tania	80
8.	Bettari Amalinda	67
9.	Daffa Dhiya U.	73
10.	Dendy Sahara	72
11.	Della Jhopita	66
12.	Dhiya Tri Jayanti	70
13.	Dyah Ayu Elsa P.	67
14.	Eliza Bethary A.	87
15.	Fahmiati Zahra	62
16.	Grasella Ivany S.	87
17.	Indri Nur Lita S.	76
18.	Jihan Putrid Aulia	73
19.	Kgs M. Fathan	10
20.	Kinarih T.P.K.	65
21.	M. Ali Faiz A.	85
22.	M. Dalves	80
23.	M. Fauz Lujain	70
24.	M. Fajar	60
25.	M. Huzairoh	71
26.	M. Ma'ruf	80
27.	Najwa Maytar	76
28.	Noval Dwi P.	80
29.	Rahyal Haikal	69
30.	Rayhal Mustaf	73
31.	Retno Tri R.	78
32.	Rivi Amanda	80
33.	Ria Indriani	75
34.	Roby Fahmi M.	80
35.	Savira Amanda P.	76
36.	Shinta Rifky Fd.	80
37.	Suci Rahmawati	80

VIII B

No	Name	Score
1	Abdul Rizki P.	71
2	Aditya Kristioanto	80
3	Afrizal Alfi	69
4	Ake Fiolita	84
5	Aneska Denadah	85
6	Antha Sabani	67
7	Aryo Sulaيمان	74
8	Deka Sintiani	63
9	Della Monisa	72
10	Dhiya Laila	81
11	Dian Anggita Sari	80
12	Dian Charolin	72
13	Dicky Septiawn	74
14	Elvira Zahra	75
15	Fani Nabilah	71
16	Farel Satria	71
17	Gunawn Wijaksono	65
18	Hafiz M.	65
19	Holilah	79
20	Ike Septi S.	75
21	Iodar Yanto	77
22	Inez Widiadhari	80
23	M. Farid P.	73
24	M. Ricko W.	70
25	Nadyah Khobiah	81
26	M.Rendi P.	68
27	Nabila Novalia	74
28	Nadya Selsha	72
29	Novitria Hemamaiini	63
30	Nurbela Saputri	70
31	Pastorang Tamba	65
32	Philip Mark	79
33	Restu Radit	65
34	Reza Ashari	75
35	Roynaldi Manic	75
36	Rival Kurnia	75
37	Suci Pujiati	71

38.	Trisno R.	62
39.	Wahyu Nanda P.	75
40.	Zein Havra S.	73

38	Tiara Khaila R.	76
39	Yoga Prasetyo	79
40	Yunita P.S.	73

VIII C

No	Name	Score
1.	Ade Rizqi	76
2.	Agus Erosion	70
3.	Ahmad Kurniawan	71
4.	Ajeng Putri F.	78
5.	Anastasya Mutiara A.	76
6.	Annisa Nayara P.	74
7.	Aprilia Herawati	70
8.	Arga Alfaren	76
9.	Alrinda Sari	74
10.	Cici Puspitarini	74
11.	Dendi Alfa R.	74
12.	Dicky Aryo	77
13.	Dina Septiana	70
14.	Dwi Nur Aulia A.	70
15.	Dwi Setiawan	71
16.	Ega Sriwahyudi	75
17.	Emmanuel Nanda P.	78
18.	Fauzi Kandra G.	71
19.	Fitri Agustin	76
20.	Julailia Musa	73
21.	Khoirunniasa	74
22.	M. Abdul Aziz Z.	76
23.	M. Aprian H.	76
24.	M. Rafli Ade N.	74
25.	M. Daffa	74
26.	M. Mariel Putra U.	73
27.	M. Rafi H.	74
28.	Nabila Ainda	76
29.	Novia Rahmadhani	78
30.	Novita Sari	70
31.	Prabu Berlian	71
32.	Putrid Fitriyani	72
33.	Rahmad Herlambang	73
34.	Ridho Pebriansyah	69
35.	Rifani Angelia	71
36.	Salsabila Syafa R.	70
37.	Septi Wulandari	73

VIII D

No	Name	Score
1	Aditya Tri Akbar	70
2	Adi Wibowo	71
3	Aisyah Nur Jannah	78
4	Aldiano Ferdi E.	76
5	Alifia Hushunisa	74
6	Alike Vivi Fadila	70
7	Anggi Dwi Lestari	76
8	Anggia Abdul Fattah	74
9	Azzikra Safitri	74
10	Cica Anggaraini	75
11	Choirunisa Novalia	80
12	Decefix Nevada S	79
13	Desy Adelia	69
14	Dyto Daitya P.	71
15	Faisal	70
16	Febri Yanto	69
17	Ganta Pratama	65
18	Gilang Permana	60
19	Hendro Braja S.	70
20	Ivandro Pasaribu	76
21	Juliana Indah F.	75
22	M. Intang Guefara	76
23	M. Zaky Caesar F.	69
24	Maria Cindy Yunifa H.	65
25	Meta Wulandari	75
26	M. Ilham Maulana	75
27	M. Arif Alfikri	76
28	M. Bima Syaputra	76
29	Nabila Amanda Uteri	78
30	Nabila Fika Ardelia	70
31	Naya Hazza N.	71
32	Nicholas Armando S.	70
33	Reki Syahputra	65
34	Ridho Aulia H.	60
35	Rizki Febri Setiawan	70
36	Shela Sasmita	71
37	Singgih Pijar B.	76

38.	Tiara Puspita	76
39.	Violeta Fathia	73
40.	Vivi Anastasya	74
41.	Wahyu Fajar	71
42.	Wulan Yunita	73

38	Suttan Agung	76
39	Thalia Putrid Damyanti	74
40	Ulfa Aulia Putri	71
41	Veraliena	71
42	Vira Ananta	76

VIII E

No	Name	Score
1.	Agnes Yuhestifani	74
2.	Ahmad Aditya S.	80
3.	Ahmad Aditya A.	73
4.	Aldi Wijaya	74
5.	Anggaraini Suci	73
6.	Asiffa Citra L.	80
7.	Carrisa Novira P.	67
8.	Chyntia Adinda R.	73
9.	Deden Andriato	72
10.	Dewi Ambarwati	66
11.	Doni Prima K.	70
12.	Elinvi Khazanah	67
13.	Fadialah Yusuf	87
14.	Ferry Hidayah	62
15.	Gita Khurunnisa	62
16.	Hani Rifani	87
17.	Imelia Dwi D.	76
18.	Inggit Syafrina	73
19.	Jevy Khalista P.	10
20.	Kharisam Putri	65
21.	Khoirul Ikhwani	85
22.	M. Rifan Ditama	80
23.	M. Rifki Rifaldo	70
24.	M.Yasi Ilham	60
25.	M. Najib Al Muhfid	71
26.	M. Dio Tri S.	80
27.	M. Bagus Prasetyo	76
28.	M. Hilka Filsan	80
29.	M. Ilham	69
30.	M. Risky	73
31.	Naiya Aninda	74
32.	Nisa Dwi R.	80
33.	Rayhan Fairuz F.	73
34.	Resti Fitriyani	74
35.	Rizki Ferdianz	73

VIII F

No	Name	Score
1	Achmad Agung a.	71
2	Ahmad Taufik R.	78
3	Aisyah Safitri	76
4	Alya Dwiyantri	74
5	Arsia Seftia	70
6	Anisa Lia Wita	76
7	Bella Pesuana	74
8	Chaidar	74
9	Cut Putrid B.	75
10	Danu Ticta Prasetyo	80
11	Destiana Cahyawati	79
12	Dwita Fazsia	69
13	Elvan	71
14	Febri Restjana	70
15	Felisia Vera H.	69
16	Feny Sasmita	65
17	I Putu Eka Sanjaya S.	60
18	Ifan Ramadan	70
19	Kanya Habitha Y.	76
20	M. Fahrudin	75
21	M. Ikhlul Amal	76
22	M. Ade Firmansyah	69
23	M. Artian Prasetyo	65
24	Nabila Salasa D.	75
25	Nanang Ardian p.	75
26	Nazwal Putra S.	76
27	Nibro Verera	76
28	Noramansyah	78
29	Nur 'Aini	70
30	Raditya Septa P.	71
31	Rafif Alfalah	70
32	Refli Firmansyah	76
33	Reki	60
34	Risky Prayoga	70
35	Rosneng Ardian A.	71

36.	Salsabila M.	80
37.	Siti Maysaroh	67
38.	Sofi Adinda	73
39.	Stefhani Saroja M.	72
40.	Taravanny Heksa P.	66
41.	Wahyu Fadio S.	70
42.		

36	Romy Tri Saputra	76
37	Solusan Septiady P.	76
38	Tyo Firmansyah	74
39	Una Dewi	76
40		
41		
42		

VIII G

No	Name	Score
1.	Ade Fatir Aulia	80
2.	Adek Luansyah P.	79
3.	Adinda Fadila Putri	69
4.	Andika Pratama	71
5.	Ario Zulfria	70
6.	Aulia Anggun	80
7.	Amelia Syifa Diana	79
8.	Avis Sada Ahmad	69
9.	Azka Sepyawan	71
10.	Bismi Nur Wahyuni	70
11.	Dani Kurniawan	69
12.	Dewita Cahya S.	80
13.	Diaz Rifqi A.	79
14.	Farah Pandu Saptari	69
15.	Galuh Andini	71
16.	Gilang Sahara	70
17.	Haikal Ferdinan	69
18.	Hendrawan Harahap	80
19.	Ivan Putra W.	79
20.	Khusnul Sulaiman	69
21.	M. Randy Faherzy	71
22.	M. Yusuf Qordowi	70
23.	M. Daffa Ikbar	69
24.	Miranda	80
25.	Nia Elisa R.	79
26.	Putri Anggraini	69
27.	Raga Ramadan	71
28.	Rahmayanti	70
29.	Ratih Ayu Wulan	69
30.	Ratu Aifvia Gush	80
31.	Restu Yudha	79
32.	Reviassa	69
33.	Rian Kurniawan	71

VIII H

No	Name	Score
1	Aditia Pratama	60
2	Aufa Syah Putra	79
3	Aulya Afifah	69
4	Ayu Lestari N.	84
5	Belia Nabilah Putrid	85
6	Bima Setia Budi	67
7	Chiaulta Putrid	74
8	Dea Rahma Inda Y.	63
9	Dimas Dwi Pramudya	72
10	Dina Intan	81
11	Dwi Cahya R.	80
12	Fatia Agustine	72
13	Felisa Sep Putrid	74
14	Feri Alvian	75
15	Gilang Permadi	71
16	I Made Julian D.	71
17	Khoirunisa	65
18	M. Bagus Pratama	65
19	M. Sidia	79
20	M. Adi Saputra	75
21	M. Hilmy Harist	77
22	M. Rafly Arifin	80
23	M. Revy Febrio R.	73
24	Mutiara Putri	70
25	Nebesa Agustin A.	81
26	Nabila Agustin	68
27	Prasetyo Aji P.	74
28	Putrid Nabila A.	72
29	Ratna Nita Aprila	63
30	Retno Fauzan	70
31	Refi Aulia Pratama	65
32	Risky Nurmanto R.	79
33	Ridwan Firmansyah	65

34.	Sekar Mustika R.	70
35.	Shelu Fidia D.	69
36.	Silvia Berliana	80
37.	Vanes Yolanda	79
38.	Wini Aprilia	69
39.	Wulan Zani M.	76
40.	Yasmin Nuhara	76
41.	Yola Dewi P.	76
42.	Diva Zahra	80

34	Risky Yarung Fazry	75
35	Ryandika Ibrahim	75
36	Santia	75
37	Shandy	71
38	Teas	76
39	Vivi Arusa Putrid	79
40	Yunita Septia N.	73
41	Zalfa Arya	80
42		

VIII I

No	Name	Score
1.	Ahmad Rifa'i Arif	76
2.	Alvin Aditya B.	76
3.	Ahmad Diaes P.	78
4.	Cahaya Lutfi A.	70
5.	Cici Adila	71
6.	Dea Aklahani	70
7.	Dewi Etika	76
8.	Fadila Balqis	60
9.	Fernado Bagus N.	70
10.	Fitri Anggrani	71
11.	Galuh Deno R.	76
12.	Irane Nazwa F.	76
13.	Irma Adela	74
14.	Jimmy Aldi Anato	76
15.	Lutfhia Ramadhanti	75
16.	M. Imam Hanafi	75
17.	M. Radia	71
18.	Maudy Wulandari	76
19.	Maysella Assifa	79
20.	Medi Anjeska P.	73
21.	Meida Afiani	80
22.	M. Bani E.	75
23.	M. Rizki S.	71
24.	M. Akbar	70
25.	M. Reza S.	69
26.	M. Kevin R.	80
27.	M. Ferdiansyah	79
28.	M. Gilang	69
29.	Mutia Zahra	76
30.	Mutiara Romadhona	63
31.	Nabila Ayu	70

32.	Novita Safitry	65
33.	Panji Arya S.	79
34.	Reyafani Keysaro	65
35.	Rivka Destiana	75
36.	Salsabila Sani	75
37.	Teuku Arie Maulia	75
38.	Ventika Nur Ashari	71
39.	Vergian Didi	76
40.	Wahyu Ridho N	79
41.	Yolanda Azyra F.	80
42.		

VALIDATION FORM FOR TRY OUT

Direction:

For each questions, please give your response by ticking (✓) a box representing your choice.

NO	Question	Yes	No	Comments
1.	Apakah indikator-indikator sudah mencakup aspek yang ingin diukur?			
2.	Apakah petunjuk pengerjaan sudah jelas ?			
3.	Apakah Alokasi waktu sudah cukup?			
4.	Apakah items number 1, 9, 16, 25, 33, 42 sudah sesuai dengan aspek nomor 1 ?			
5.	Apakah items number 17, 26, 34, 43, 49, 50 sudah sesuai dengan aspek nomor 2?			
6.	Apakah items number 2, 11, 23, 28, 40, 44 sudah sesuai dengan aspek nomor 3?			
7.	Apakah items number 3, 10, 18, 27, 35, 45 sudah sesuai dengan aspek nomor 4?			
8.	Apakah items number 4, 12, 19, 29, 36, 41 sudah sesuai dengan aspek nomor 5?			
9	Apakah items number 5, 7, 13, 20, 30, 37, 48 sesuai dengan aspek nomor 6 ?			
10	Apakah items number 8, 14, 21, 31, 38, 46 sesuai dengan aspek nomor 7 ?			
11	Apakah items number 6, 15, 22, 24, 32, 39, 47 sesuai dengan aspek nomor 8 ?			

General comments :

Please give any general comment or suggestion you may have concerning this test development.

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.....

Date,
Validator

Satria Adi Pradana, M.Pd
NIP. 198602182015031005



The Result of the Items Validity

Item number	$r_{critical}$	$r_{observed}$	Valid / Invalid
1	0.334	0.153	Invalid
2	0.334	0.296	Invalid
3	0.334	0.079	Invalid
4	0.334	0.075	Invalid
5	0.334	0.404	Valid
6	0.334	0.445	Valid
7	0.334	0.184	Invalid
8	0.334	0.005	Invalid
9	0.334	0.377	Valid
10	0.334	0.514	Valid
11	0.334	0.527	Valid
12	0.334	0.402	Valid
13	0.334	0.347	Valid
14	0.334	0.261	Invalid
15	0.334	0.189	Invalid
16	0.334	0.175	Invalid
17	0.334	0.708	Valid
18	0.334	0.357	Valid
19	0.334	0.607	Valid
20	0.334	0.450	Valid
21	0.334	0.039	Invalid
22	0.334	0.382	Valid
23	0.334	0.544	Valid
24	0.334	0.374	Valid
25	0.334	0.561	Valid
26	0.334	0.075	Invalid
27	0.334	0.125	Invalid
28	0.334	0.317	Invalid
29	0.334	0.351	Valid

30	0.334	0.368	Valid
31	0.334	0.191	Invalid
32	0.334	0.395	Valid
33	0.334	0.071	Invalid
34	0.334	0.502	Valid
35	0.334	0.259	Invalid
36	0.334	0.468	Valid
37	0.334	0.471	Valid
38	0.334	0.278	Invalid
39	0.334	0.412	Valid
40	0.334	0.411	Invalid
41	0.334	0.682	Valid
42	0.334	0.150	Invalid
43	0.334	0.294	Invalid
44	0.334	0.225	Invalid
45	0.334	0.307	Invalid
46	0.334	0.289	Valid
47	0.334	0.567	Valid
48	0.334	0.330	Invalid
49	0.334	0.090	Invalid
50	0.334	0.280	Invalid



TABEL III
NILAI-NILAI r PRODUCT MOMENT

N	Taraf Signifikan		N	Taraf Signifikan		N	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

LIST SAMPLE OF THE RESEARCH

Experimental Class

N O	NAME	Gender	Code
1	A. Zulkaranin P.	M	E-1
2	Achmad Risky K.	M	E-2
3	Al Rasyid Dwi P.	M	E-3
4	Anna Tasya Loverida	F	E-4
5	Arya Daffa N.P.	M	E-5
6	Bahrain Hadiz H.	M	E-6
7	Belva Tania	F	E-7
8	Bettari Amalinda	F	E-8
9	Daffa Dhiya U.	F	E-9
10	Dendy Sahara	M	E-10
11	Della Jhopita	F	E-11
12	Dhiya Tri Jayanti	F	E-12
13	Dyah Ayu Elsa P.M	F	E-13
14	Eliza Bethary A.	F	E-14
15	Fahmiati Zahra	F	E-15

N O	NAME	Gender	Code
21	M. Al Faiz A.	M	E-21
22	M . Dalves	M	E-22
23	M. Faiz Lujain	M	E-23
24	M. Fajar	M	E-24
25	M. Huzairoh	M	E-25
26	M. Ma'ruf	M	E-26
27	Najwa Maytar	F	E-27
28	Noval Dwi P.	M	E-28
29	Rahyal Haikal	M	E-29
30	Rayval Mustaf	M	E-30
31	Retno Tri R.	F	E-31
32	Rivi Amanda	F	E-32
33	Ria Indriani	F	E-33
34	Roby Fahmi M.	M	E-34
35	Savira Amanda	F	E-35

16	Giasella Ivany S.	F	E-16
17	Indri Nur Lita S.	F	E-17
18	Jihan Putrid Aulia	F	E-18
19	Kgs M. Fathan	M	E-19
20	Kinasih T.P.K.	F	E-20

	P.		
36	Shinta Rifky Fd.	F	E-36
37	Suci Rahmawati	F	E-37
38	Trisno R.	M	E-38
39	Wahyu Nanda P.	M	E-39
40	Zein Havra S.	M	E-40

Control Class

N O	NAME	Gender	Code
1	Abdul Rizki P.	M	C-1
2	Aditya Kristioanto	M	C-2
3	Afrizal Alfi	M	C-3
4	Ake Fiolita	F	C-4
5	Aneska Denadah	F	C-5
6	Anthia Sabani	F	C-6
7	Aryo Sulaiaman	M	C-7
8	Deka Sintiani	F	C-8
9	Della Monisa	F	C-9
10	Dhiya Laila	F	C-10
11	Dian Anggita Sari	F	C-11
12	Dian Charolin	F	C-12
13	Dicky Septiawn	M	C-13
14	Elvira Zahra	F	C-14

N O	NAME	Gender	Code
21	Iodar Yanto	M	C-21
22	Inez Widiadhari	F	C-22
23	M. Farid P.	M	C-23
24	M. Ricko W.	M	C-24
25	Nadyah Khobiah	F	C-25
26	M.Rendi P.	M	C-26
27	Nabila Novalia	F	C-27
28	Nadya Selsha	F	C-28
29	Novitria Hemamaini	F	C-29
30	Nurbela Saputri	F	C-30
31	Pastorang Tamba	M	C-31
32	Philip Mark	M	C-32
33	Restu Radit	M	C-33
34	Reza Ashari	M	C-34

15	Fani Nabilah	F	C-15
16	Farel Satria	M	C-16
17	Gunawn Wijaksono	M	C-17
18	Hafiz M.	M	C-18
19	Holilah	M	C-19
20	Ike Septi S.	F	C-20

35	Roynaldi Manic	M	C-35
36	Rival Kurnia	M	C-36
37	Suci Pujiati	F	C-37
38	Tiara Khaila R.	F	C-38
39	Yoga Prasetyo	M	C-39
40	Yunita P.S.	F	C-40

Appendix 8

The Students' Score of the Pretest and Posttest in the Experimental and Control class at SMPN 21 Bandar Lampung in the Academic Year of 2018

Experimental Class				Control Calss			
No	Code	Pretest	Posttest	No	Code	Pretest	Posttest
41.	E1	12	72	1	C1	96	96
42.	E2	52	84	2	C2	64	60
43.	E3	20	80	3	C3	24	44
44.	E4	12	60	4	C4	56	64
45.	E5	32	80	5	C5	76	76
46.	E6	20	76	6	C6	72	72
47.	E7	40	76	7	C7	44	48
48.	E8	88	88	8	C8	72	72
49.	E9	52	76	9	C9	56	60
50.	E10	60	76	10	C10	68	72
51.	E11	40	80	11	C11	72	72
52.	E12	40	80	12	C12	60	60
53.	E13	80	96	13	C13	24	24
54.	E14	60	76	14	C14	56	60
55.	E15	88	88	15	C15	64	68
56.	E16	40	80	16	C16	60	64
57.	E17	32	60	17	C17	56	60
58.	E18	44	80	18	C18	72	72
59.	E19	36	76	19	C19	48	64
60.	E20	60	80	20	C20	64	64
61.	E21	88	92	21	C21	52	80
62.	E22	20	80	22	C22	72	72
63.	E23	40	80	23	C23	96	96
64.	E24	24	72	24	C24	88	76
65.	E25	80	92	25	C25	64	68
66.	E26	40	80	26	C26	36	40
67.	E27	56	80	27	C27	60	64
68.	E28	32	60	28	C28	44	44
69.	E29	44	64	29	C29	56	44
70.	E30	40	84	30	C30	56	64
71.	E31	40	80	31	C31	76	80
72.	E32	60	80	32	C32	72	72
73.	E33	44	88	33	C33	36	40
74.	E34	36	76	34	C34	80	84
75.	E35	40	76	35	C35	76	76
76.	E36	40	80	36	C36	56	60
77.	E37	28	60	37	C37	60	60
78.	E38	40	80	38	C38	56	44
79.	E39	40	60	39	C39	24	72

80.	E40	40	80	40	C40	56	64
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The Description of the Result of the Pre-Test in the Experimental Class and Control Class

Description

	CLASS		Statistic	Std. Error
PRETEST	EXPERIMENTAL	Mean	44.50	3.089
		95% Confidence Interval for Mean		
		Lower Bound	38.25	
		Upper Bound	50.75	
		5% Trimmed Mean	43.89	
		Median	40.00	
		Variance	381.692	
		Std. Deviation	19.537	
		Minimum	12	
		Maximum	88	
		Range	76	
		Interquartile Range	22	
		Skewness	.795	.374
		Kurtosis	.414	.733
	CONTROL	Mean	44.90	2.992
		95% Confidence Interval for Mean		
		Lower Bound	38.85	

	Upper Bound	50.95	
5% Trimmed Mean		43.89	
Median		40.00	
Variance		358.144	
Std. Deviation		18.925	
Minimum		24	
Maximum		96	
Range		68	
Interquartile Range		22	
Skewness		.964	.374
Kurtosis		.465	.733

The Description of the Result of the Post-Test in the Experimental Class and Control Class

Description				Statistic	Std. Error
POSTEST	CLASS				
	EXPERIMENTAL	Mean		77.70	1.402
		95% Confidence Interval for Mean	Lower Bound	74.86	
			Upper Bound	80.54	
		5% Trimmed Mean		77.78	
		Median		80.00	
		Variance		78.677	
		Std. Deviation		8.870	
		Minimum		60	
		Maximum		96	
		Range		36	
		Interquartile Range		4	
		Skewness		-.571	.374
		Kurtosis		.433	.733
	CONTROL	Mean		66.00	2.196
		95% Confidence Interval for Mean	Lower Bound	61.56	
			Upper Bound	70.44	
		5% Trimmed Mean		66.11	
		Median		64.00	
		Variance		192.821	

Std. Deviation	13.886	
Minimum	24	
Maximum	96	
Range	68	
Interquartile Range	16	
Skewness	-.418	.374
Kurtosis	1.065	.733

TRY OUT FOR THE EXPERIMENTAL AND THE CONROL CLASS

Mata Pelajaran : Bahasa Inggris
Topik : Reading Comprehension Test
Kelas : VIII
Waktu : 80 Menit

Read the text carefully then answer the question by giving a cross mark (x) on the correct option (a, b, c or d)!

Text for question number 1 – 8

The Mouse deer and Tiger

One day while a mouse deer was walking in the forest, he saw a big, black snake sleeping under the tree. When he saw the snake, the mouse deer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake.

The tiger woke up and took hold of the mouse deer. He told the mouse deer that he was going to eat him for lunch. "Please don't eat me now", said the Mouse deer. "I have something important to do". "Look," said the mouse deer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest".

The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" He asked the mouse deer. "Oh, all right," said the mouse deer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter and tighter, until the tiger couldn't breathe. The tiger asked the mouse deer to help him. But the mouse deer turned and ran away into the forest.

(Source: <https://brainly.co.id/tugas/6245706>.)

1. What is the main idea of the first paragraph?
 - a. The mouse deer was frightened.
 - b. The tiger woke up and took hold of the mouse deer.
 - c. The tiger asked the mouse deer to help him.
 - d. The mouse deer saw a big black snake sleeping under the tree when he was walking in the forest.
2. It can be inference from the text that the mouse deer is...
 - a. Hungry
 - b. Cleaver
 - c. Sleepy
 - d. Stupid
3. He suddenly fell on top of a tiger which...not far from the snake.
 - a. were sleep
 - c. was sleep
 - b. were sleeping
 - d. was sleeping
4. What happen after the snake woke up and saw the tiger?
 - a. The snake ran away into the forest.
 - b. The snake eat the tiger.
 - c. The snake twisted itself.
 - d. The snake sleep again.

5. After reading this story, we can learn that ...
 - a. We have to behave like the mouse deer.
 - b. We have to be careful with the mouse deer.
 - c. Sleeping black snake was a dangerous animal.
 - d. We have to find a way to save ourselves from danger.
6. One day while a mouse deer was walking in the **forest**.
The synonym of the underlined word is...

a. Park	c. Woods
b. Zoo	d. Tree
7. The following is **not** true according to the passage...
 - a. The tiger told the mouse deer that he was going to eat him for lunch.
 - b. The mouse deer saw a big tiger sleeping under the tree.
 - c. The tiger thought that the snake was a belt.
 - d. The snake twisted itself tighter until the tiger couldn't breathe.
8. Which of the following is the supporting idea of paragraph one?
 - a. When he saw the snake, the mouse deer was frightened.
 - b. The snake twisted itself.
 - c. The tiger woke up and took hold of the mouse deer.
 - d. He saw a big, black mouse sleeping under the tree.

Text for question number 9-15

The lamb and the wolf

A lamb was grazing with a flock of sheep one day. She soon found some sweet grass at the edge of the field. Farther and farther she went, away from the others.

She was enjoying herself so much that she did not notice a wolf coming nearer to her. However, when it pounced on her, she was quick to start pleading, "Please, please don't eat me yet. My stomach is full of grass. If you wait a while, I will taste much better." The wolf thought that was a good idea, so he sat down and waited.

After a while, the lamb said, "If you allow me to dance, the grass in my stomach will be digested faster." Again the wolf agreed. While the lamb was dancing, she had a new idea. She said, "Please take the bell from around my neck. If you ring it as hard as you can, I will be able to dance even faster.

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened the wolf away and saved the lamb's life.

(Source: <http://www.jagoanbahasainggris.com/2017/02/kumpulan-narrative-text-beserta-artinya.html>)

9. What is the main idea of the paragraph 2?
 - a. A lamb was grazing with a flock of sheep one day.
 - b. The lamb did not notice a wolf coming nearer to her.
 - c. She soon found some sweet grass at the edge of the field.
 - d. The lamb did notice a wolf coming nearer to her.
10. When it ...on her, she was quick to start pleading find.
 - a. Was pounces
 - b. Were Pounces
 - c. Pounces
 - d. Pounced
11. It can be inference from the text that the lamb is...
 - a. Hungry
 - b. Cleaver
 - c. Sleepy
 - d. Stupid
12. What is the lamb found at the edge of the field?
 - a. A bell
 - b. A farmer
 - c. Sweet grass
 - d. A dog
13. Which the following statement is **not** true according to text.
 - a. The lamb did not notice a wolf coming nearer to her.
 - b. The lamb did notice a wolf coming nearer to her.
 - c. The shepherd heard the bell ringing.
 - d. The barking dogs frightened the wolf away.
14. Which of the following is the supporting idea of paragraph 3?
 - a. The wolf took the bell and rang it as hard as he could.
 - b. The barking dogs frightened the wolf away and saved the lamb's life.
 - c. The shepherd didn't heard the bell ringing.
 - d. The wolf thought that was a good idea.
15. When it pounced on her, she was quick to start **pleading** (paragraph 3) the underlined word means....
 - a. Request
 - b. Cray
 - c. Scare
 - d. Negotiation

Text for question number 16-24

A Bear and a Rabbit

Once upon a time, a bear and rabbit lived as neighbors. Unlike the bear, the rabbit was a good hunter. Therefore, the bear always asked the rabbit to hunt for him. The rabbit could not refuse the bear's demand because he is afraid of the bear.

Every week, the rabbit went to the woods to shoot buffaloes. Many buffaloes have been killed by the rabbit. However, the bear was very gluttonous. He did not allow the rabbit to get any meats. Poor rabbit would have to go home stomach empty all the time.

The bear was the father of five children. The mother bear' always gave her youngest boy an extra large piece of meat. But the baby never ate the extra meat. Secretly, he would take the meat outside and pretend to play ball with it. Then, the baby bear would kick down the meat towards the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

(Adapted form: <https://nyzza.wordpress.com/2013/04/.../contoh-narrative-text-story-of-rabbit-and-bear>)

16. What is the main idea of paragraph 3?
 - a. The baby bear had extra meat.
 - b. The bear was the father of five children.
 - c. A poor rabbit could not eat meat because of the bear's selfishness.
 - d. The mother bear was so unfair.
17. Poor rabbit would have to go home *stomach empty* all the time.
The expression *stomach empty* means...
 - a. Happy
 - b. Sad
 - c. Hungry
 - d. Poor
18. last week, the rabbitto the woods to shoot buffaloes.
 - a. goes
 - b. visit
 - c. went
 - d. comes
19. Where did the rabbit hunt the buffaloes?
 - a. In hunter's house.
 - b. In the neighbor.
 - c. In the zoo.
 - d. In the woods.
20. Which of the following statement is **true** according to the story?
 - a. The rabbit lived in zoo with the bear.
 - b. The bear was helping the rabbit to hunt.
 - c. The bear was the father of five children.
 - d. The mother bear was died.
21. Which of the following is the supporting idea of paragraph 3?
 - a. A bear and rabbit lived as neighbors.
 - b. Secretly, he would take the meat outside and pretend to play ball with it.
 - c. The bear was the father of five children.
 - d. Poor rabbit would have to go home stomach empty all the time.
22. The rabbit could not **refuse** the bear's demand because he is afraid of the bear. (paragraph 1). The underlined word means...
 - a. Request
 - b. Demand
 - c. Reject
 - d. Receive
23. From the text we know that that the bear...
 - a. Was good hunter.
 - b. Went to the woods to shoot buffaloes.
 - c. Was very gluttonous.
 - d. Was very smart.
24. Secretly, he would take the meat outside and **pretend** to play ball with it. What is synonym of the underlined word...
 - a. Try
 - b. Start
 - c. feign
 - d. Went

Text for question number 25-32

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

(Adapted form: <https://www.moralstories.org/the-bear-and-the-two-friends/>)

25. What is the main idea of paragraph one?
- Forest is very danger.
 - Everything can happen in the forest.
 - The bear came near the man lying on the ground .
 - Two friends were walking through the forest.
26. "He advised me not to believe a false friend." (Paragraph 3) ?
The expression above means...
- Don't be a false friend.
 - An advice for the false friend.
 - Don't believe the false friend.
 - The friend who climb the tree is the false friend.
27. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to
- The bear.
 - The dead man.
 - The friend who cannot climb.
 - The friend who climb the tree.
28. From the story we know that...
- The bear ate the man.
 - The bear climbed a nearby tree and advised the man not to believe a false friend.
 - The man killed the bear.
 - The bear advised the man not to believe a false friend.
29. Where is the story happened?
- In the river
 - In the park
 - In the forest
 - In the zoo
30. What is the moral value of the passage above...
- True Friend is the one who always supports and stands by you in any situation.
 - Don't be a false friend.
 - The friend who climb the tree is the false friend.
 - An advice for the false friend.
31. What happen when the bear came near the man lying on the ground?
- The bear lying on the ground.
 - The bear climbed a nearby tree.
 - The bear smelt his ears and slowly left the place.
 - The bear asked his friend on the ground.
32. They would **remain** united in case of danger.(paragraph 1) what is the synonym of the underlined word?
- Avoid
 - Run
 - Stay
 - struggle

Text for question number 33-40

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was catano.

The man tried to teach the parrot to say catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "you are stupid bird! Why can't you say the word? Sat catano, or will kill you!" but the parrot would not say it. Then the man got so angry that the shouted over and over, "say catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say catano, the man got very angry. He picked up the bird and threw him into the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "say catano, or I'LL kill you!

(Adapted form: <http://www.ikaprasyawatie.blogspot.co.id/> Detik Detik UN bahasa inggris 2005/2006.)

33. What is the main idea of paragraph 1?
- This parrot would say any word-except one.
 - The bird would not say the word catano.
 - The man in Puerto Rico had a wonderful parrot.
 - The name of the town was catano.
34. "The parrot was very smart"
- The word '**very smart**' means.....
- Stupid
 - Clever
 - Stubborn
 - Beautiful
35. "**It** was very, very smart"
- The underlined word refers to.....
- The man
 - The bird
 - The chicken
 - Puerto Rico
36. Where does the story take place?
- Catano
 - Chicken house
 - Puerto Rico
 - Africa
37. Which statement is **not** true according to the text?
- The parrot couldn't say catano.
 - At last the parrot could say catano.
 - Catano wasn't the name at the parrot.
 - The man never got angry at the parrot.
38. Which of the following is the supporting idea of paragraph 3?
- The man got very angry.
 - He saw three dead chickens on the floor.
 - In the chicken house there are four old chickens.
 - The parrot was screaming at the fourth chicken.
39. The parrot was **screaming** at the fourth chickens" what is the synonym of the underlined word?
- Smiling
 - Crying
 - Shouting
 - Laughing

40. What is the story about?
- A parrot and a cat
 - A parrot and a chicken
 - A parrot and the owner
 - A parrot, the owner, and chickens

Text for question number 41-48

The Rabbit and the Turtle

One day, a rabbit was keep boasting about how fast he could run. He was laughing at the turtle for being so slow. The rabbit's jaw dropped as the turtle challenged him to a race. The rabbit thought it was a joke and accepted the challenge.

As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got the halfway and could not see the turtle anywhere. He was tired and decided to stop and take a short nap. All this time the turtle kept walking step by step. He never quit no matter how tired he got. However, the rabbit slept longer than he had and woke up. He could not see the turtle, so he went at the finish line with full-speed and found the turtle was there waiting for him.

(Adapted form: [Englishadmin. com/2016/02/5 -contoh -narrati ve-text-pendek - beserta-moral-value-danarti.html](http://Englishadmin.com/2016/02/5-contoh-narrati-ve-text-pendek-beserta-moral-value-danarti.html))

- | | |
|---|--|
| 41. The turtle challenged the rabbit to... | 44. We can conclude that the rabbit was ... |
| a. Race | a. Kind |
| b. Sing | b. Arrogant |
| c. Swim | c. Scary |
| d. Jump | d. Strong |
| 42. What is the main idea of paragraph 2? | 45. The rabbit. .. he could win the race. |
| a. The turtle challenged the rabbit to race. | a. Think |
| b. The rabbit was keep boasting about how fast he could run. | b. Thinks |
| c. The rabbit never quit no matter how tired he got. | c. Was |
| d. The rabbit He never quit no matter how tired he got. | d. Thought |
| 43. The rabbit's jaw dropped as the turtle challenged him to a race.
The expression of "jaw dropped" means ... | 46. Which of the following is the supporting idea of paragraph 1? |
| a. Scared | a. The turtle challenged the rabbit to race. |
| b. Laughed | b. The rabbit thought it was a joke and accepted the challenge. |
| c. Surprised | c. The rabbit never quit no matter how tired he got. |
| d. Sick | d. The rabbit He never quit no matter how tired he got. |
| | 47. He was tired and decided to stop and take a short <u>nap</u> . |

The synonym of the underlined word is...

- a. Sleep
- b. Drink
- c. Run
- d. Wood

48. What is the moral value from the story above?

- a. Don't look down on someone.
- b. Don't believe in people easily.
- c. Don't beat other creatures.
- d. Don't start a fight with friends.

49. Seeing that the ant was in tight spot, the dove quickly plucked off a leaf. The expression of "tight spot" means

...

- a. In bad condition
- b. In good condition
- c. In difficult situation
- d. In dilemma situation

50. "Wow, Mother! That was amazing!" the underlined word similar to.....

- a. Disappointing
- b. Awful
- c. Worse
- d. Great

Answer Key

1. D	11. B	21. B	31. C	41. A
2. B	12. C	22. C	32. C	42. A
3. D	13. B	23. C	33. C	43. C
4. C	14. B	24. C	34. B	44. B
5. D	15. A	25. D	35. B	45. D
6. C	16. B	26. C	36. C	46. A
7. B	17. C	27. A	37. D	47. A
8. A	18. C	28. D	38. C	48. A
9. B	19. D	29. C	39. C	49. C
10. D	20. C	30. A	40. C	50. D

Answer Sheet

Name:

Class:

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D

26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D
41	A	B	C	D
42	A	B	C	D
43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
47	A	B	C	D
48	A	B	C	D
49	A	B	C	D
50	A	B	C	D

PRE-TEST INSTRUMENT FOR EXPERIMENTAL AND CONROL CLASS

Mata Pelajaran : Bahasa Inggris
Topik : Reading Comprehension Test
Kelas : VIII
Waktu : 60 Menit

Read the text carefully then answer the question by giving a cross mark (x) on the correct option (a, b, c or d)!

Text for question number 1 – 2

The Mouse deer and Tiger

One day while a mouse deer was walking in the forest, he saw a big, black snake sleeping under the tree. When he saw the snake, the mouse deer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake.

The tiger woke up and took hold of the mouse deer. He told the mouse deer that he was going to eat him for lunch. "Please don't eat me now", said the Mouse deer. "I have something important to do". "Look," said the mouse deer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest".

The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" He asked the mouse deer. "Oh, all right," said the mouse deer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter and tighter, until the tiger couldn't breathe. The tiger asked the mouse deer to help him. But the mouse deer turned and ran away into the forest.

(Source: <https://brainly.co.id/tugas/6245706>.)

- | | |
|---|---|
| 17. After reading this story, we can learn that ...
e. We have to behave like the mouse deer.
f. We have to be careful with the mouse deer.
g. Sleeping black snake was a dangerous animal.
h. We have to find a way to save ourselves from danger. | 18. One day while a mouse deer was walking in the <u>forest</u> .
The synonym of the underlined word is...
a. Park
b. Zoo
c. Woods
d. Tree |
|---|---|

Text for question number 3-7

The lamb and the wolf

A lamb was grazing with a flock of sheep one day. She soon found some sweet grass at the edge of the field. Farther and farther she went, away from the others.

She was enjoying herself so much that she did not notice a wolf coming nearer to her. However, when it pounced on her, she was quick to start pleading, "Please, please don't eat me yet. My stomach is full of grass. If you wait a while, I will taste much better." The wolf thought that was a good idea, so he sat down and waited.

After a while, the lamb said, "If you allow me to dance, the grass in my stomach will be digested faster." Again the wolf agreed. While the lamb was dancing, she had a new idea. She said, "Please take the bell from around my neck. If you ring it as hard as you can, I will be able to dance even faster."

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened the wolf away and saved the lamb's life.

(Source:<http://www.jagoanbahasainggris.com/2017/02/kumpulan-narrative-text-beserta-artinya.html>)

19. What is the main idea of the paragraph 2?
 - a. A lamb was grazing with a flock of sheep one day.
 - b. The lamb did not notice a wolf coming nearer to her.
 - c. She soon found some sweet grass at the edge of the field.
 - d. The lamb did notice a wolf coming nearer to her.
20. When it ...on her, she was quick to start pleading find.
 - a. Was pounces
 - b. Were Pounces
 - c. Pouncesa
 - d. Pounced
21. It can be inference from the text that the lamb was...
 - a. Hungry
 - b. Cleaver
 - c. Sleepy
 - d. Stupid
22. What is the lamb found at the edge of the field?
 - a. A bell
 - b. A farmer
 - c. sweet grass
 - d. A dog
23. Which the following statement is **not** true according to text.
 - e. The lamb did not notice a wolf coming nearer to her.
 - f. The lamb did notice a wolf coming nearer to her.
 - g. The shepherd heard the bell ringing.
 - h. The barking dogs frightened the wolf away.

Text for question number 8-14

A Bear and a Rabbit

Once upon a time, a bear and rabbit lived as neighbors. Unlike the bear, the rabbit was a good hunter. Therefore, the bear always asked the rabbit to hunt for him. The rabbit could not refuse the bear's demand because he is afraid of the bear.

Every week, the rabbit went to the woods to shoot buffaloes. Many buffaloes have been killed by the rabbit. However, the bear was very gluttonous. He did not allow the rabbit to get any meats. Poor rabbit would have to go home stomach empty all the time.

The bear was the father of five children. The mother bear always gave her youngest boy an extra large piece of meat. But the baby never ate the extra meat. Secretly, he would take the meat outside and pretend to play ball with it. Then, the baby bear would kick down the meat towards the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

(Adapted form: <https://nyzza.wordpress.com/2013/04/.../contoh-narrative-text-story-of-rabbit-and-bear>)

8. Poor rabbit would have to go home *stomach empty* all the time.
The expression *stomach empty* means...
 - a. Happy
 - b. Sad
 - c. Hungry
 - d. Poor
9. last week, the rabbitto the woods to shoot buffaloes.
 - a. goes
 - b. visit
 - c. went
 - d. comes
10. Where did the rabbit hunt the buffaloes?
 - e. In hunter's house
 - f. In the neighbor
 - g. In the zoo
 - h. In the woods
11. 'Which of the following statement is **true** according to the story?'
 - e. The rabbit lived in zoo with the bear.
 - f. The bear was helping the rabbit to hunt.
- g. The bear was the father of five children.
- h. The mother bear was died.
12. The rabbit could not **refuse** the bear's demand because he is afraid of the bear. (paragraph 1). The underlined word means...
 - a. Request
 - b. Demand
 - c. Reject
 - d. Receive
13. From the text we know that that the bear...
 - a. Was good hunter
 - b. Went to the woods to shoot buffaloes
 - c. Was very gluttonous
 - d. Was very smart
14. Secretly, he would take the meat outside and **pretend** to play ball with it. What is synonym of the underlined word...
 - a. Try
 - b. Start
 - c. feign
 - d. Went

Text for question number 15-18

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

(Adapted form: <https://www.moralstories.org/the-bear-and-the-two-friends/>)

- | | |
|--|---|
| <p>15. What is the main idea of paragraph one?</p> <ul style="list-style-type: none">e. Forest is very danger.f. Everything can happen in the forest.g. The bear came near the man lying on the ground .h. Two friends were walking through the forest. | <p>17. What is the moral value of the passage above...</p> <ul style="list-style-type: none">e. True Friend is the one who always supports and stands by you in any situation.f. Don't be a false friend.g. The friend who climb the tree is the false friend.h. An advice for the false friend. |
| <p>16. Where is the story happened?</p> <ul style="list-style-type: none">e. In the riverf. In the parkg. In the foresth. In the zoo | <p>18. They would remain united in case of danger.(paragraph 1) what is the synonym of the underlined word?</p> <ul style="list-style-type: none">c. Avoidd. Rune. Stayf. struggle |

Text for question number 19-22

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was catano.

The man tried to teach the parrot to say catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "you are stupid bird! Why can't you say the word? Sat catano, or will kill you!" but the parrot would not say it. Then the man

got to so angry that he shouted over and over, "say catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say catano, the man got very angry. He picked up the bird and threw him into the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "say catano, or I'll kill you!"

(Adapted form: <http://www.ikapraseyawatie.blogspot.co.id/> *Detik Detik UN bahasa inggris 2005/2006.*)

- | | |
|---|---|
| <p>19. "The parrot was very smart"
The word 'very smart' means.....
e. Stupid
f. Clever
g. Stubborn
h. Beautiful</p> <p>20. Where does the story take place?
e. Catano
f. Chicken house
g. Puerto Rico
h. Africa</p> | <p>21. Which statement is not true according to the text?
e. The parrot couldn't say catano.
f. At last the parrot could say catano.
g. Catano wasn't the name at the parrot.
h. The man never got angry at the parrot.</p> <p>22. The parrot was <u>screaming</u> at the fourth chickens" what does the underlined word mean?
c. Smiling
d. Crying
e. Shouting
f. Laugh</p> |
|---|---|

Text for question number 23-25

The Rabbit and the Turtle

One day, a rabbit was keep boasting about how fast he could run. He was laughing at the turtle for being so slow. The rabbit's jaw dropped as the turtle challenged him to a race. The rabbit thought it was a joke and accepted the challenge.

As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got the halfway and could not see the turtle anywhere. He was tired and decided to stop and take a short nap. All this time the turtle kept walking step by step. He never quit no matter how tired he got. However, the rabbit slept longer than he had and woke up. He could not see the turtle, so he went at the finish line with full-speed and found the turtle was there waiting for him.

(Adapted form: [Englishadmin. com/2016/02/5-contoh -narrati ve-text-pendek - beserta-moral-value-danarti.html](http://Englishadmin.com/2016/02/5-contoh-narrati-ve-text-pendek-beserta-moral-value-danarti.html))

23. The turtle challenged the rabbit to...
- a. Race
 - b. Sing
 - c. Swim
 - d. Jump
24. Which of the following is the supporting idea of paragraph 1?
- a. The turtle challenged the rabbit to race.
 - b. The rabbit thought it was a joke and accepted the challenge.
 - c. The rabbit never quit no matter how tired he got.
 - d. The rabbit He never quit no matter how tired he got.
25. He was tired and decided to stop and take a short nap.
The synonym of the underlined word is...
- a. Sleep
 - b. Drink
 - c. Run
 - d. Wood

Answer Key

- | | | |
|-------|-------|-------|
| 1. D | 11. C | 21. D |
| 2. C | 12. C | 22. C |
| 3. B | 13. C | 23. A |
| 4. D | 14. C | 24. A |
| 5. B | 15. D | 25. A |
| 6. C | 16. C | |
| 7. B | 17. A | |
| 8. C | 18. C | |
| 9. C | 19. B | |
| 10. D | 20. C | |

PRE TEST ANSWER SHEET FOR THE CONTROL CLASS

Name:

Class:

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D

14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D

PRE TEST ANSWER SHEET FOR THE EXPERIMENTAL CLASS

Name:

Class:

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D

THE POST TEST INSTRUMENT FOR THE EXPERIMENTAL AND CONTROL CLASS

Mata Pelajaran : Bahasa Inggris
Topik : Reading Comprehension Test
Kelas : VIII
Waktu : 60 Menit

Read the text carefully then answer the question by giving a cross mark (x) on the correct option (a, b, c or d)!

Text for question number 1-3

The Rabbit and the Turtle

One day, a rabbit was keep boasting about how fast he could run. He was laughing at the turtle for being so slow. The rabbit's jaw dropped as the turtle challenged him to a race. The rabbit thought it was a joke and accepted the challenge.

As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got the halfway and could not see the turtle anywhere. He was tired and decided to stop and take a short nap. All this time the turtle kept walking step by step. He never quit no matter how tired he got. However, the rabbit slept longer than he had and woke up. He could not see the turtle, so he went at the finish line with full-speed and found the turtle was there waiting for him.

(Adapted from: Englishadmin.com/2016/02/5-contoh-narrative-text-pendek-beserta-moral-value-danarti.html)

1. The turtle challenged the rabbit to...
 - a. Race
 - b. Swim
 - c. Jump
 - d. Sing
2. Which of the following is the supporting idea of paragraph 1? .
 - a. The rabbit thought it was a joke and accepted the challenge.
 - b. The rabbit never quit no matter how tired he got.
 - c. The rabbit He never quit no matter how tired he got.
 - d. The turtle challenged the rabbit to race
3. He was tired and decided to stop and take a short nap.
The synonym of the underlined word is...
 - a. Drink
 - b. Sleep
 - c. Run
 - d. Wood

Text for question number 4-5

The Mouse deer and Tiger

One day while a mouse deer was walking in the forest, he saw a big, black snake sleeping under the tree. When he saw the snake, the mouse deer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake.

The tiger woke up and took hold of the mouse deer. He told the mouse deer that he was going to eat him for lunch. "Please don't eat me now", said the Mouse deer. "I have something important to do". "Look," said the mouse deer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest".

The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" He asked the mouse deer. "Oh, all right," said the mouse deer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter and tighter, until the tiger couldn't breathe. The tiger asked the mouse deer to help him. But the mouse deer turned and ran away into the forest.

(Source: <https://brainly.co.id/tugas/6245706>.)

- | | | | | | |
|--|--|----------|---------|--------|---------|
| <p>4. After reading this story, we can learn that ...</p> <ul style="list-style-type: none">i. We have to find a way to save ourselves from dangerj. We have to behave like the mouse deer.k. We have to be careful with the mouse deer.l. Sleeping black snake was a dangerous animal. | <p>5. One day while a mouse deer was walking in the <u>forest</u>. The synonym of the underlined word is...</p> <table border="0"><tr><td>a. Woods</td><td>c. Park</td></tr><tr><td>b. Zoo</td><td>d. Tree</td></tr></table> | a. Woods | c. Park | b. Zoo | d. Tree |
| a. Woods | c. Park | | | | |
| b. Zoo | d. Tree | | | | |

Text for question number 6-12

A Bear and a Rabbit

Once upon a time, a bear and rabbit lived as neighbors. Unlike the bear, the rabbit was a good hunter. Therefore, the bear always asked the rabbit to hunt for him. The rabbit could not refuse the bear's demand because he is afraid of the bear.

Every week, the rabbit went to the woods to shoot buffaloes. Many buffaloes have been killed by the rabbit. However, the bear was very gluttonous. He did not allow the rabbit to get any meats. Poor rabbit would have to go home stomach empty all the time.

The bear was the father of five children. The mother bear' always gave her youngest boy an extra large piece of meat. But the baby never ate the extra meat. Secretly, he would take the meat outside and pretend to play ball with it. Then, the baby bear would kick down the meat towards the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

(Adapted form: <https://nyzza.wordpress.com/2013/04/.../contoh-narrative-text-story-of-rabbit-and-bear>)

6. Poor rabbit would have to go home *stomach empty* all the time.
The expression *stomach empty* means...
 - a. Hungry
 - b. Sad
 - c. Happy
 - d. Poor
7. last week, the rabbitto the woods to shoot buffaloes.
 - a. goes
 - b. visit
 - c. went
 - d. comes
8. Where did the rabbit hunt the buffaloes?
 - i. In hunter's house
 - j. In the neighbor
 - k. In the zoo
 - l. In the woods
9. 'Which of the following statement is **true** according to the story?
 - i. The rabbit lived in zoo with the bear.
 - j. The bear was helping the rabbit to hunt.
 - k. The bear was the father of five children.
 - l. The mother bear was died.
10. The rabbit could not **refuse** the bear's demand because he is afraid of the bear. (paragraph 1). The underlined word means...
 - a. Request
 - b. Demand
 - c. Receive
 - d. Reject
11. From the text we know that that the bear...
 - a. Was good hunter
 - b. Went to the woods to shoot buffaloes
 - c. Was very gluttonous
 - d. Was very smart
12. Secretly, he would take the meat outside and **pretend** to play ball with it. What is synonym of the underlined word...
 - a. Try
 - b. feign
 - c. Start
 - d. Went

Text for question number 13-16

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

(Adapted from: <https://www.moralstories.org/the-bear-and-the-two-friends/>)

13. What is the main idea of paragraph one?
 - i. Forest is very danger.
 - j. Everything can happen in the forest.
 - k. The bear came near the man lying on the ground .
 - l. Two friends were walking through the forest.
14. Where is the story happened?
 - i. In the forest
 - j. In the river
 - k. In the park
 - l. In the zoo
15. What is the moral value of the passage above...
 - i. True Friend is the one who always supports and stands by you in any situation.
 - j. Don't be a false friend.
 - k. The friend who climb the tree is the false friend.
 - l. An advice for the false friend.
16. They would **remain** united in case of danger.(paragraph 1) what is the synonym of the underlined word?
 - g. Stay
 - h. Avoid
 - i. Run
 - j. struggle

Text for question number 17-20

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was catano.

The man tried to teach the parrot to say catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "you are stupid bird! Why can't you say the word? Sat catano, or will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "say catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say catano, the man got very angry. He picked up the bird and threw him into the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "say catano, or I'LL kill you!"

(Adapted form: <http://www.ikapraseyawatie.blogspot.co.id/> Detik Detik UN bahasa inggris 2005/2006.)

17. "The parrot was very, very smart"
The word '**very smart**' means.....
- Stupid
 - Clever
 - Cleaver
 - Beautiful
18. Where does the story take place?
- Catano
 - Puerto Rico
 - Chicken house
 - Africa
19. Which statement is **not** true according to the text?
- The parrot couldn't say catano.
 - At last the parrot could say catano.
 - Catano wasn't the name at the parrot.
 - The man never got angry at the parrot.
20. The parrot was **screaming** at the fourth chickens" what does the underlined word mean?
- Smiling
 - Crying
 - Lauging
 - Shouting

Text for question number 21-25

The lamb and the wolf

A lamb was grazing with a flock of sheep one day. She soon found some sweet grass at the edge of the field. Farther and farther she went, away from the others.

She was enjoying herself so much that she did not notice a wolf coming nearer to her. However, when it pounced on her, she was quick to start pleading, "Please, please don't eat me yet. My stomach is full of grass. If you wait a while, I will taste much better." The wolf thought that was a good idea, so he sat down and waited.

After a while, the lamb said, "If you allow me to dance, the grass in my stomach will be digested faster." Again the wolf agreed. While the lamb was dancing, she had a new idea. She said, "Please take the bell from around my neck. If you ring it as hard as you can, I will be able to dance even faster.

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened the wolf away and saved the lamb's life.

(Source:<http://www.jagoanbahasainggris.com/2017/02/kumpulan-narrative-text-beserta-artinya.html>)

21. What is the main idea of the paragraph 2?
- A lamb was grazing with a flock of sheep one day.
 - The lamb did not notice a wolf coming nearer to her.
 - She soon found some sweet grass at the edge of the field.
 - The lamb did notice a wolf coming nearer to her.
22. When it ...on her, she was quick to start pleading find.
- Pounces
 - Pounced
 - Was pounces
 - Were Pounces
23. It can be inference from the text that the lamb was...
- Hungry
 - Cleaver
 - Sleepy
 - Stupid

24. What is the lamb found at the edge of the field?

- a. sweet grass
- b. A bell
- c. A farmer
- d. A dog

25. Which the following statement is **not** true according to text.

- i. The lamb did not notice a wolf coming nearer to her.
- j. The lamb did notice a wolf coming nearer to her.
- k. The shepherd heard the bell ringing.
- l. The barking dogs frightened the wolf away.

ANSWER KEY

1. A	11. C	21. B
2. D	12. B	22. B
3. B	13. D	23. B
4. A	14. A	24. A
5. A	15. A	25. B
6. A	16. A	
7. C	17. B	
8. D	18. B	
9. C	19. D	
10. D	20. D	

POST TEST ANSWER SHEET FOR THE CONTROL CLASS

Name:

Class:

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D

14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D

POST TEST ANSWER SHEET FOR THE EXPERIMENTAL CLASS

Name:

Class:

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D

Appendix 14

SILABUS PEMBELAJARAN

Sekolah : SMP N 21 Bandar Lampung

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu
				Teknik	Bentuk Instrumen	Contoh Instrumen	
<p>Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima</p>	<p>1. Teks Essai berbentuk <i>narrative / recount</i></p> <p>2. Ciri kebahasaan Teks Essai berbentuk <i>narrative / recount</i></p> <p>3. Tujuan komunikatif teks esai <i>narratif / recount</i></p> <p>4. Langkah retorika <i>narrative / recount</i></p> <p>5. Spelling, stress, intonation</p>	<p>1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita populer</p> <p>2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar</p> <p>3. Mendengarkan teks <i>narrative / recount</i> yang dibaca guru</p> <p>4. Membaca nyaring teks <i>narrative / recount</i> dengan ucapan dan intonasi yang benar</p> <p>5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca</p>	<ul style="list-style-type: none"> Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i> 	Tes lisan	Membaca nyaring	<i>Read the story aloud.</i>	4 x 40 menit
			<ul style="list-style-type: none"> Mengidentifikasi berbagai makna teks <i>narrative / recount</i> 	Tes tulis	Pilihan ganda	<i>Choose the right answer based on the text.</i>	
			<ul style="list-style-type: none"> Mengidentifikasi tujuan komunikatif teks <i>narrative / recount</i> 	Tes Tulis	Isian singkat	<i>Complete the following sentences using the information from the text.</i>	
			<ul style="list-style-type: none"> Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative /</i> 	Tes Tulis	Pertanyaan tertulis	<i>Answer the following questions based</i>	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu
				Teknik	Bentuk Instrumen	Contoh Instrumen	
yang berkaitan dengan lingkungan sekitar		6. Menentukan tujuan komunikatif teks <i>narrative / recount</i> yang di baca 7. Menentukan langkah retorika dari teks <i>narrative / recount</i> yang di baca 8. Menentukan ciri kebahasaan teks <i>narrative / recount</i> yang di baca 9. Membaca teks <i>narrative / recount</i> lainnya	<i>recount</i>			<i>on the text.</i>	
Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	1. Teks fungsional : - undangan - pengumuman - pesan - iklan 2. Tujuan komunikatif 3. Ciri kebahasaan	1. Mencermati teks fungsional pendek terkait materi 2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya dari berbagai sumber	<ul style="list-style-type: none"> Mengidentifikasi berbagai informasi dalam teks fungsional Mengidentifikasi tujuan komunikatif teks fungsional Mengidentifikasi ciri kebahasaan teks fungsional 	Tes tulis Tes tulis Tes tulis	PG Jawaban singkat Jawaban singkat	<i>Choose the best option, a,b,c or d</i> <i>Answer the following questions</i> <i>Give short answers !</i>	4 x 40 menit

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu
				Teknik	Bentuk Instrumen	Contoh Instrumen	
Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)							

Appendix 15

RENCANA PELAKSANAAN PEMBELAJARAN

(Experimental Class)

Sekolah : SMP N 21 Bandar Lampung
 Kelas/Semester : VIII / 2
 Mata Pelajaran : Bahasa Inggris
 Topik : *Reading Narrative Text*
 Pertemuan Ke- : 1
 Alokasi Waktu : 2 x 40 menit

B. STANDAR KOMPETENSI

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

C. KOMPETENSI DASAR

- 11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
- 11.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

D. INDIKATOR PENCAPAIAN KOMPETENSI

1. Membaca nyaring dan bermakna teks esai berbentuk *narrative*.
2. Mengidentifikasi *main idea* dari sebuah paragraph.

3. Mengidentifikasi berbagai makna teks *narrative*.
4. Mengidentifikasi tujuan komunikatif teks *narrative*.
5. Mengidentifikasi langkah retorika dan ciri kebahasaan teks *narrative*.
6. Mengidentifikasi langkah membuat kesimpulan per- paragraf dari teks *narrative*.

E. TUJUAN PEMBELAJARAN

1. Siswa dapat membaca nyaring dan bermakna teks esai berbentuk *narrative*.
2. Siswa dapat mengidentifikasi *main idea* dari sebuah paragraph.
3. Siswa dapat mengidentifikasi makna dalam teks berbentuk *narrative*.
4. Siswa dapat mengidentifikasi tujuan komunikatif teks berbentuk *narrative*.
5. Siswa dapat mengidentifikasi langkah retorika dan ciri kebahasaan teks berbentuk *narrative*.
6. Siswa dapat mengidentifikasi langkah membuat kesimpulan per- paragraf dari teks *narrative*.

F. MATERI PEMBELAJARAN

Teks Esai berbentuk *narrative*, definisi, fungsi dari *narrative text*. (**Lampiran 1**)

G. METODE PEMBELAJARAN

1. *The GIST strategy*
2. *Discussion*

H. SUMBER/ALAT PEMBELAJARAN

1. Sumber: Buku paket
2. Alat: *White board, board marker, paper text narrative*.

I. LANGKAH- LANGKAH PEMBELAJARAN

1. Pendahuluan (3')

- Guru mengucapkan salam dan tegur sapa.
- Siswa dan guru berdo'a.
- Guru mengecek kehadiran siswa.
- Guru menyampaikan materi apa yang akan dipelajari pada pertemuan hari ini dan manfaatnya dalam kehidupan sehari-hari.

2. Kegiatan Inti

Eksplorasi (20')

- Siswa ditanya tentang pengetahuan mereka terhadap *narrative text*.
- Siswa ditanya tentang cerita kesukaan mereka.
- Siswa mendengarkan guru membacakan contoh *narrative text*.
- siswa dijelaskan tentang definisi, fungsi dari *narrative text*.
- siswa diberikan penjelasan tentang *GIST strategy*.

Elaborasi (45')

- Siswa di bagi menjadi delapan kelompok dan ditunjuk ketua per kelompok.

GIST strategy:

- Siswa diberikan text dan *GIST work sheet* yang telah disiapkan sebelumnya oleh guru. (*Selecting appropriate text*)
- Siswa membaca paragraph pertama kemudian siswa secara *collaborative* mengidentifikasi informasi dari paragraph tersebut. (*Reading the paragraph*)
- Siswa meringkas paragraph pertama tersebut dengan mengisi *GIST work sheet* yang telah disediakan. Siswa boleh bertanya pada guru tentang kosakata yang mereka anggap sulit. (*Student generate summaries*)
- Setelah paragraph pertama selesai, siswa mengulangi langkah di atas untuk paragraph kedua dan seterusnya sampai telah didapatkan summary dari tiap paragraph. (*Student read and summarize subsequent paragraph*)
- Siswa membuat summary dari semua paragraph yang telah mereka baca (*Generating summaries for whole passage*)
- Perwakilan kelompok membacakan hasil diskusi kelompok mereka masing-masing.
- Siswa diberikan *feedback* atas hasil diskusinya.
- Siswa mengerjakan soal pilihan ganda sesuai dengan materi

Konfirmasi (7')

- Guru mengecek hasil tugas yang telah dikerjakan oleh siswa.
- Siswa diberi kesempatan untuk bertanya berkaitan dengan pelajaran hari ini.
- Siswa diberikan *feedback* atas hasil belajarnya hari ini.

1. Penutup (5')

- Membimbing siswa untuk merangkum materi yang baru saja disajikan.
- Guru menutup pertemuan dengan do'a.

J. PENILAIAN

1. Teknik penilaian : Tes Tertulis
2. Bentuk instrument : ***Multiple Choice (lampiran 2)***
3. Skoring :

$$S = \frac{r}{n} 100$$

Ket:

S : The score of the test

r : The total number of the right answer

n : The total items

Mengetahui
Guru Bahasa Inggris

Bandar Lampung,
Mahasiswa Peneliti

2018

Iryana Dewi, S.Pd

Elmizar Muhammad Nur

Mengetahui
Kepala Sekolah SMPN21 Bandar Lampung

Yuliati, S.Pd, MM

Lampiran 1

Narrative Text

A. Definition of Narrative text

Narrative is kind of text that tells a story in order to inform or entertains the reader. The story is not only about fictional like, legend, fable but also non-fictional or real life story.

B. The main purpose of a narrative text is to tell a story, a life story in order to entertain and impose moral lessons to readers

C. Example of Narrative text.

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed onto it. Soon, it carried her safely to dry land.

Just at that moment, a hunter nearby was casting his net towards the dove, hoping to trap it. Guessing what he has about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flew away safely.

Source: <http://englishadmin.com/2016/02/5-contoh-narrative-text-pendek-beserta-moral-value-dan-arti.html/8>

Lampiran 2

Read the text carefully then answer the question by giving a cross mark (x) on the correct option (a, b, c or d)!

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed onto it. Soon, it carried her safely to dry land.

Just at that moment, a hunter nearby was casting his net towards the dove, hoping to trap it. Guessing what he has about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flew away safely.

Source: <http://englishadmin.com/2016/02/5-contoh-narrative-text-pendek-beserta-moral-value-dan-arti.html/8>

1. What kind of text is the text above?
 - a. Descriptive Text
 - b. Recount Text
 - c. *Narrative* Text
 - d. Procedure Text
2. What is the purpose of the text?
 - a. To inform the readers about the ant
 - b. To describe the job of a hunter
 - c. To describe a dove
 - d. To entertain the readers
3. What type the *narrative* text above
 - a. Fable
 - b. Legend
 - c. Myth
 - d. Novel
4. What did the dove do to save the ant?
 - a. It climbed the nearby tree
 - b. It saw the ant struggling
 - c. It dropped a leaf
 - d. It carried the ant to dry land
5. What can we learn from the story?
 - a. One good turn deserves another
 - b. Don't be greedy or you may lose
 - c. When there is a will, there is a way
 - d. It is wise to plan ahead for hard time

Answer key

1. C
2. D
3. A
4. D
5. A

Lampiran 3

Gist work sheet

Read the paragraph one and identify 15 most important words or less then write on the space below!

Read the paragraph two and identify 15 most important words or less then write on the space below!

Read the paragraph three and identify 15 most important words or less then write on the space below!

Appendix 16

RENCANA PELAKSANAAN PEMBELAJARAN ***(Experimental Class)***

Sekolah : SMP N 21 Bandar Lampung
Kelas/Semester : VIII / 2
Mata Pelajaran : Bahasa Inggris
Topik : *Reading Narrative Text*
Pertemuan Ke- : 2
Alokasi Waktu : 2 x 40 menit

B. STANDAR KOMPETENSI

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

C. KOMPETENSI DASAR

- 11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
- 11.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

D. INDIKATOR PENCAPAIAN KOMPETENSI

7. Membaca nyaring dan bermakna teks esai berbentuk *narrative*.
8. Mengidentifikasi *main idea* dari sebuah paragraf.
9. Mengidentifikasi berbagai makna teks *narrative*.
10. Mengidentifikasi tujuan komunikatif teks *narrative*.
11. Mengidentifikasi langkah retorika dan ciri kebahasaan teks *narrative*.
12. Mengidentifikasi langkah membuat kesimpulan per- paragraf dari teks *narrative*.

E. TUJUAN PEMBELAJARAN

7. Siswa dapat membaca nyaring dan bermakna teks esai berbentuk *narrative*.
8. Siwa dapat mengidentifikasi *main idea* dari sebuah paragraf.
9. Siwa dapat mengidentifikasi makna dalam teks berbentuk *narrative*.
10. Siwa dapat mengidentifikasi tujuan komunikatif teks berbentuk *narrative*.

11. Siswa dapat mengidentifikasi langkah retorika dan ciri kebahasaan teks berbentuk *narrative*.
12. Siswa dapat mengidentifikasi langkah membuat kesimpulan per- paragraf dari teks *narrative*.

F. MATERI PEMBELAJARAN

Generic structure of narrative text (Lampiran 1)

G. METODE PEMBELAJARAN

1. *The gist strategy*
2. *Discussion*

H. SUMBER/ALAT PEMBELAJARAN

2. Sumber: Sumber : Buku paket
3. Alat: *White board, board marker, paper text narrative.*

I. LANGKAH- LANGKAH PEMBELAJARAN

1. Pendahuluan (3')

- Guru mengucapkan salam dan tegur sapa.
- Siswa dan guru berdo'a.
- Guru mengecek kehadiran siswa.
- Guru menanyakan tentang pelajaran pada pertemuan yang lalu.
- Guru menyampaikan materi apa yang akan dipelajari pada pertemuan hari ini.

2. Kegiatan Inti

Eksplorasi (20')

- Siswa mendengarkan guru membacakan contoh *narrative text*
- siswa dijelaskan tentang *generic structure* dari *narrative text*.

Elaborasi (45')

- Siswa di bagi menjadi delapan kelompok dan ditunjuk ketua per kelompok.

GIST strategy:

- Siswa diberikan text dan *GIST work sheet* yang telah disiapkan sebelumnya oleh guru. (*Selecting appropriate text*)
- Siswa membaca paragraph pertama kemudian siswa secara *collaborative* mengidentifikasi informasi dari paragraph tersebut. (*Reading the paragraph*)
- Siswa meringkas paragraph pertama tersebut dengan mengisi *GIST work sheet* yang telah disediakan. Siswa boleh bertanya pada guru tentang kosakata yang mereka anggap sulit. (*Student generate summaries*)

- Setelah paragraph pertama selesai, siswa mengulangi langkah di atas untuk paragraph kedua dan seterusnya sampai telah didapatkan summary dari tiap paragraf. (*Student read and summarize subsequent paragraph*)
- Siswa membuat summary dari semua paragraf yang telah mereka baca (*Generating summaries for whole passage*)
- Perwakilan kelompok membacakan hasil diskusi kelompok mereka masing-masing.
- Siswa diberikan *feedback* atas hasil diskusinya.
- Siswa mengerjakan soal pilihan ganda sesuai dengan materi

Konfirmasi (7')

- Guru mengecek hasil tugas yang telah dikerjakan oleh siswa.
- Siswa diberi kesempatan untuk bertanya berkaitan dengan pelajaran hari ini.
- Siswa diberikan *feedback* atas hasil belajarnya hari ini.

4. Penutup (5')

- Membimbing siswa untuk merangkum materi yang baru saja disajikan.
- Guru menutup pertemuan dengan do'a.

J. PENILAIAN

1. Teknik penilaian : Tes Tertulis
2. Bentuk instrument : *Multiple Choice* (lampiran 2)
3. Skoring

$$S = \frac{r}{n} 100$$

Ket:

S : The score of the test

r : The total number of the right answer

n : The total items

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Lampiran 1

Narrative Text

D. Generic Structure:

1. Orientation : The introduction of the characters who involve in the story, time, and the place where the story takes a place.
2. Complication : A series of events in which the main character attempts to solve the problem
3. Resolution : The ending of the story containing the problem solution
4. Re-orientation/ Coda: Closing remark to the story, it consists of moral lesson.

Example of Narrative text.

The Little Mouse

Orientation	{ Once upon a time there was a Baby Mouse and Mother Mouse. They lived in a hole in the a big warm house with lots of cheese to eat.
Complication	{ Then, one day, Mother Mouse decided to take Baby Mouse outside of their home. Waiting outside for them was a huge ginger tomcat, licking it's lips and waiting to eat them both up. "Mother, Mother! What should we do?" Cried Baby Mouse, clinging to his mother's tail. Mother Mouse paused, staring up into the beady eyes of the hungry cat.
Resolution	{ The mother mouse wasn't scared, because she knew exactly how to deal with big, scary cats. She opened her mouth and took in a deep breath. "Woof! Woof! Bark bark bark!" She shouted, and the cat ran away as fast as he could. "Wow, Mother! That was amazing!" Baby Mouse said to his mother, smiling happily.
Coda	{ "And that, my child, is why it is always best to have a second language."

Source: <http://englishadmin.com/2016/02/5-contoh-narrative-text-pendek-beserta-moral-value-dan-arti.html/3>

Lampiran 2

The Lion and the Mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King," cried the little mouse, "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days?" The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was.

The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon the little mouse had finished gnawing away the ropes, he asked the lion to run away.

Source: <http://englishadmin.com/2016/02/5-contoh-narrative-text-pendek-beserta-moral-value-dan-arti.html/2>

1. What is the moral lesson from the text?
 - a. Don't look at someone because of his clothes
 - b. It is best to prepare for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divided we fall
2. Paragraph three mainly tells that....
 - a. The little mouse asked forgiveness
 - b. The hunters carried the lion alive to the king
 - c. The lion was tied to a tree by the hunters
 - d. The little mouse could prove that he could help the lion

4. The word "huge" (paragraph 1) means
 - a. very old
 - b. very large
 - c. very tall
 - d. very Tiny

5. What kind of *narrative* text is the text above?
 - a. Myth
 - b. Legend
 - c. Fairytale
 - d. Fable

Answer key

1.c 2.d 3.b 4.b 5.d

3. What did the little mouse do to prove his words?
 - a. He would never forget the lion.
 - b. He tried hard to help the lion free.
 - c. He ran up and down upon the lion
 - d. He asked for apology to the king of the beast

Lampiran 3

Gist work sheet

Read the paragraph one and identify 15 most important words or less then write on the space below!

Read the paragraph two and identify 15 most important words or less then write on the space below!

Read the paragraph three and identify 15 most important words or less then write on the space below!

